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**ABSTRACT**

Workshop and seminar summaries and abstracts of papers from the twelfth international conference on improving university teaching are presented. Theme presentation and seminar topics are: distance education; ways that associations improve university teaching; corporate, labor, university partnerships; and teaching part-time students. Workshop themes include: designing effective workshops; peer teaching consultants and a collegial approach to improving university teaching; using small group instructional strategies to improve university teaching; instructional development for the inclusion of women's studies in the existing curriculum; problem-solving techniques; shyness in the college classroom and problem identification and intervention; improving multiple choice test items; unfolding, reflecting, and developing values; mastering distance education through a learner-centered approach for faculty; designing short term educational programs using temporary systems concepts; team building and organizational development in an academic department; a workshop for academic administrators to encourage faculty performance; and expanding the traditional course syllabus. (SW)

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# Improving University Teaching



# Twelfth International Conference

I Abstracts of  
Contributed Papers

Seminars

Workshops

Index of Presenters

July 15-18, 1986  
Heidelberg, Germany

Under the auspices of  
The University of Maryland  
University College  
and  
The University  
of Heidelberg.

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IMPROVING UNIVERSITY TEACHING THROUGH THE USE  
OF INSTRUCTIONAL RESOURCES

J.J. Stevens, L.W. Aleasoni, and W.D. Powel

The University of Arizona

Abstract

The present paper is concerned with the effects of short term interventions on instructional improvement. Reviews of the effectiveness of such interventions vary considerably in their conclusions. Despite this inconsistency, examination of the literature provides evidence that training of instructors does result in improved performance. Increases in student ratings occur reliably when student ratings feedback is accompanied by consultation. Additionally, workshop and seminar training appears to result in instructional improvement although few studies have been reported. The present paper reviews the results of several studies. In the first, significant improvements in student ratings occurred following feedback and consultation with instructors. The second study reports the results of a follow-up study in which the student ratings of the instructors who participated in the first study were examined over a ten year interval subsequent to the intervention. Results of this study indicate that instructors who originally received consultation continued to obtain significantly different ratings in comparison to instructors who received feedback only. This result is paralleled in a study of pre-post ratings of workshop participants. Lastly, data are presented that demonstrate a relationship between participation in either consultation or workshop training and future use of instructional resources. In all cases, instructors who receive training use more resources more frequently than instructors who have not received training. These results are interpreted as an indication that short term interventions can produce meaningful gains in instructional performance.

THE COMPUTER AND LANGUAGE LEARNING:  
A LEARNER'S MODEL EXPERIMENT

Monica M. P. Bouman  
Eindhoven University of Technology

Abstract

Students have the experience that some problems are hard to solve. Insight in the way they learn might give them help to improve learning and insights to the teachers to improve their teaching.

As a preparation of a simulation programme on the micro-computer an experiment is carried out in the field of language learning in a problem-solving setting. This research is part of an interdepartmental research group that occupies itself with the topic "the transfer of technical knowledge."

Through the putting together of findings of various disciplines we want to develop a learner's model. When we have found this model as well as when we know what the student brings along (internal thinking process plus external compiled information) teaching can be improved and thinking processes can be stimulated. Discussed will be how we try to find a learner's model, working with a grammatical problem in Spanish in a course for students of technology.

Findings from the fields of second language learning, cognitive psychology, CAI and Spanish syntax will be discussed, which all are a reflection of ongoing research in the main field of Transfer of Technical Knowledge.

ABSTRACT  
THE NEED FOR ESSAY EXAMINATIONS  
IN THE BUSINESS CURRICULUM

Carmen Caruana  
St. John's University, Jamaica, N.Y., U.S.A.

Since many college students have not been trained or mentally prepared for essay examinations, they often prefer objective tests. This is especially true in business courses. Objective tests, however, have come under criticism because of teacher bias in test preparation and question selection, test validity, and test reliability.

Due to employment demands and graduate school requirements, it has become necessary for educators to change their methods of student evaluation, in other words, resurrect the essay examination. In doing so, they must not only change students' behavior and attitudes toward essay test taking, but create the appropriate classroom climate that will provide the necessary supports to increase student personal confidence, self-worth, and achievement.

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#### ABSTRACT

#### VERBAL INTERACTION ANALYSIS WITH UNIVERSITY PROFESSORS

RADUL R. COTE  
UNIVERSITE DU QUEBEC A HULL  
QUEBEC, CANADA

This study investigated whether professors at the University of Quebec in Hull, Canada, would modify their classroom verbal behavior (total direct influence, total indirect influence and I/D ratio) following an in-service training program in verbal interaction analysis. An observation system of interaction analysis called Inter-25, adapted from other systems such as Flanders' Interaction Analysis System (FIAS) and Moskowitz' Flint system, was used to collect classroom verbal behaviors. The observation system covered twenty-five classroom behaviors including fifteen professor indirect and direct influence behaviors, six student anticipated and self-initiated-talk behaviors and four neutral categories representing non-communicative classroom activities.

A specially constructed student perception questionnaire (used in the in-service training) was administered to collect pre and post study data on student perception of professor verbal behavior.

The perception questionnaire included thirty-four items of which sixteen relate to professor behaviors which could promote student verbal participation, eight which relate to professor behaviors which could inhibit student verbal participation and ten which could represent student verbal participation.

Results indicate that the in-service training program (including introduction to verbal interaction analysis, and feedback from classroom verbal behaviors) produced statistically significant differences in the experimental group professors' indirect influence, direct influence and I/D ratio.

DIRECTED SELF-LEARNING IN LIBERAL STUDIES FOR SCIENCE  
UNDERGRADUATES  
AN EXPERIMENT IN THE MANAGEMENT OF LEARNING

Stephen M. Cox  
Coventry (Lanchester) Polytechnic (UK)

Abstract

This paper describes the evolution and continuing evaluation of a liberal studies course for second year undergraduates on a modular sciences course. There are now no formal lectures or "traditional" classes on this course. Students rely for their information on a variety of sources.

- . the set course text, which all students are required to buy
- . selected readings from texts located in the Short Loan collection in the library, available for all but for a matter of a few hours only
- . readings from a growing file of clippings from newspaper journals and magazines, also on the Short Loan collection
- . videotape extracts from Open University and other materials, available on open access or request, but also replayed at set times during the year
- . periodic student-led seminars followed by plenary feedback sessions during which each group reports to all the others on their main findings

In addition, there are unconventional assessment processes which involve four short (500 word) essays during the course, and a final examination for which the paper is pre-distributed.

Evaluation of the course during its evolutionary stages was by student feedback questionnaire at the halfway stage and at the end of the course.

GREAT IDEAS IN BUSINESS:  
A PROPOSAL

Charles A. Gallagher  
Barry University

ABSTRACT

This paper proposes to apply the liberal arts concept of 'great ideas' to the area of business and commerce. Criteria for selecting great ideas in business are discussed and candidates for that designation are suggested. Finally, several potential benefits of this approach are described.

## IMPROVING THE ORGANIZATION OF UNDERGRADUATE TEXTBOOKS

James O. Maloney  
The University of Kansas

### Abstract

The writer, during the last forty years as a university professor, has become increasingly aware of certain shortcomings found in undergraduate textbooks. The particular shortcomings considered in this paper do not relate to any inadequacies in the technical contents of the books but, in the main, treat their organizational deficiencies. A close analysis of a number of engineering texts has resulted in several papers<sup>(1,2,3)</sup> treating these organizational problems. The primary purpose of this paper is to present to an audience of diverse educators several interesting procedures from different disciplines for arranging information in sound structural forms. Opportunities exist for textbook writers, who become aware of these various procedures, to prepare better organized educational materials. Also teachers who understand structuring techniques can take a technically sound but badly organized text and reorganize it into a new, more meaningful whole. Of course, the ultimate objective of both author and teacher is to help students "to know the relative disposition of things."

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2. Maloney, James O., "The Structuring of Knowledge in Order to Improve Understanding." Proc. 2nd World Congress of Chem. Engr., Montreal, Canada, October 1981.
3. Maloney, James O., "Mass Transfer Texts: "Distribution, Directions for Use, and Organization." Proc. Am. Soc. Engr. Educ., Rochester, June 22, 1983.

A COLLEGE'S RESPONSE TO THE CHALLENGES  
OF AN AGING SOCIETY

Chandra M.N. Mehrotra  
College of St. Scholastica

The population of the United States and of most other industrialized societies has been aging and a substantial intensification of this trend is projected over the next half century. These demographic trends are already quite pronounced in northeastern Minnesota, where 18.4 percent of the current population is over the age of sixty. We have, therefore, developed a variety of aging-related programs to meet these new needs of the region. Two groups of interrelated programs are described in this paper. The first group, entitled the Education and training programs, consists of the undergraduate certificate program in gerontology, the graduate program in psychology of aging, and the workshops for service providers. The second group, entitled the service programs, includes the education and support program for informal caregivers, wellness centers for older adults, the Elderhostel, and the Emeritus College. Each of these programs is described in terms of its objectives, the target audience, the program content, and the mode of delivery. In addition to making a positive impact on the quality of life of older adults, these activities have also provided excellent development opportunities to the faculty members. Supported jointly by college and external agencies, these efforts have fostered cooperative relationships among the faculty members from various disciplines and between the college and other organizations.

INTERFACING UNIVERSITY AND WORKPLACE:  
A CHILD DEVELOPMENT CURRICULUM PROJECT

Judith S. Payne

Ann Dean Carr

Murray State University

Issues involving children are emerging and the need for quality child care programs is becoming evident. Dual-career families and single parent families with young children have indicated interest in seeking safe and competent care facilities and programs for their children.

The universities can help meet these challenges by cooperating with area agencies and institutions. Curriculum can be developed to be used in training workers for employment in child care programs and with agencies offering child care services.

This curriculum effort is competency based and includes two hundred tasks or competencies. These are incorporated into ninety-seven lessons or modules and grouped into sixteen categories or blocks. An advisory committee made up of agency directors, university personnel, classroom teachers and directors of public and private day care facilities was utilized to monitor and give input into the curriculum.

Limited results are available at present as it is being field tested in Kentucky schools during 1985-86 school year. However it is hoped that this might serve as a pilot or model for others wishing to undertake a similar assignment to provide services and stimulate cooperative efforts between universities and employing agencies.

STUDENTS TEACHING THE COMPUTER:  
A METHOD FOR LEARNING

John E. Sasser, Ph.D.  
The University of Maryland

ABSTRACT

Students Teaching the Computer: A Method for Learning is based on a study conducted by the author (Sasser, 1984) which was designed to test the possibility that some computer-assisted instruction (CAI) failures are due to a lack of congruence between the methodology of the program and the learning styles of students. A major finding of this study (Sasser, 1984) was the effectiveness of the programming method regardless of the learning modality of the student. The author begins by highlighting the description of the afore-mentioned study. He gives a clear description of the "programming model" of CAI in which the computer functions as the "tutee" or student. The student then "teaches" the computer to solve problems and do mathematics. The examples were selected to illustrate how the programming format can be used. The first example alerts the student to the limitation of computers caused by the manner in which they store and process numbers, which leads naturally to a mathematical process for getting around this limitation. The second example uses the speed and accuracy of the computer to explore the concept of limits. In the final example a program has been written to find the area under a curve using the trapezoidal rule. It is the author's hope that this paper will encourage mathematics educators to set up their own research projects and as teachers and curriculum developers become creative in the use of computers.

#### ABSTRACT

#### CONTINUING EDUCATION AND THE UNIVERSITY'S RESPONSE TO CHANGING POPULATIONS: THE IMPACT ON SCHEDULING

Hugh L. Thompson  
Indiana University at Kokomo

As more and more adult students enroll at institutions of higher education, the impact of scheduling takes on greater significance. Scheduling design should benefit the University's main service group-students. Through careful planning, scheduling can attract and retain greater number of students into a college program. A review of the literature suggests some specific strategies for using scheduling to attract greater enrollments; e.g:

- \* expanding the length of the academic day, week, and year;
- \* altering the timing patterns, sequencing, and distribution of courses offered; and
- \* offering courses at a variety of locations to let more students attend.

The paper includes other examples of scheduling which colleges and universities have implemented in response to changing populations and demonstrates that faculty and administrators need to utilize more creative scheduling solutions in order to expand enrollments. Scheduling, if properly approached, can be an effective marketing tool.

# STEREOTYPING IN COLLEGE TEXTBOOKS:

## A CONTINUING CONCERN

V. Phillips Weaver  
The University of Maryland

S. M. Durojaiye and G. A. H. Donald  
University College, Cardiff

### Abstract

One of the great concerns of the 1960's and 1970's in education was bias and stereotyping with respect to ethnic groups, race and sex. A somewhat more recent concern has been bias and stereotyping regarding senior citizens, or those past age 65.

The researchers in this study are teacher educators, interested specifically in stereotyping in textbooks used by students preparing to teach. This research had as its purpose to determine whether stereotyping in selected teacher education texts has decreased in the years since 1980. The researchers examined pre and post 1980 editions of texts used in three teacher education courses in Wales and in the United States. They concluded that sex stereotyping has been reduced in the texts which they studied, as, to a lesser extent, has been biased treatment of minorities. However, with regard to persons over age 65, the teacher education texts examined in this study have a long way to go in acknowledging the very existence of a sizable segment of society. The researchers found a classic case of bias by almost total omission.

#### ABSTRACT

#### THE STUDENT-TEACHER RELATIONSHIP AND MOTIVATION FOR STUDENT LEARNING: PRIMARY DIMENSIONS OF EFFECTIVE TEACHING

James E. Caraway  
The University of Tennessee

The literature on teaching presents a long list of factors which contribute to effective teaching: knowledge of the subject, educational methods, the learning process, and a variety of teaching methods such as lecture, tutorial, discussion, and team teaching. The literature invariably includes a discussion or at least a reference to the importance of the environment, knowledge of different learning styles which students may use, the reward structure, motivation, and the student-teacher relationship. Many may even affirm that the student-teacher relationship is a primary factor in effective teaching. Yet, while the literature provides lengthy discussions of the other factors mentioned, it does not elaborate on the topic of the student-teacher relation or describe a student-teacher relationship model which would contribute to effective teaching. Many dimensions of effective teaching have been described in lengthy detail. Since this is the case and since little explicit attention has been directed to the student-teacher relationship as a primary contributor to effective teaching, this paper will focus on the student-teacher relationship. Any teacher who is interested in the student-teacher relationship as the significant dimension of effective teaching will within that relationship be attentive to ways to motivate the student to learn. Such is a necessary part of the student-teacher relationship. I will, therefore, discuss the student-teacher relationship, describe briefly a model which can assist each teacher in evaluating the relationship he or she has with students, and describe how various ways of motivating students to learn are simultaneously concomitants of this relationship and contributors to effective teaching.

The outline of a model describing student-teacher relationships can be expanded and discussed during paper presentation.

THE USE OF RETREATS TO BUILD BRIDGES AND BREAK BARRIERS  
BETWEEN STUDENTS AND FACULTY

Reinhold W. Hekeler  
Frank R. Baskind  
Southern Connecticut State University

The purpose of this paper is to present findings of a pilot project that introduced a faculty supported and student led retreat to create a climate for and disposition towards active learning in the classroom. Learning theory and current research are used as the conceptual rationale for introducing the retreat to engage students who, because of the need for commuting, employment and family responsibilities, are not connected with each other, their program, and the class faculty. The retreat process in the social work program which is used as an exemplar demonstrates how retreats may be used as a learning tool across international boundaries to minimize student resistance and barriers and to build bridges between students and their program faculty.

## STUDENT CHEATING: WHAT IS A FACULTY MEMBER'S ROLE AND RESPONSIBILITY?

Robert T. Tauber  
The Pennsylvania State University

### Abstract

Faculty as well as students are concerned about the incidence of cheating on campuses; as unchecked cheating (plagiarism, etc.) undermines the integrity of a university degree. The results of a cheating "quiz," identifying both sample cheating situations and three broad categories of cheating (Intent, Intent plus Commission, and Commission without Intent), reveal the similarities and differences of what faculty and students perceive as cheating. The paper goes on to address the question of whether or not a faculty member is able to act as both an accuser and non-biased judge at the same time. Finally, the difficulties of individual faculty acting as agents of their respective institutions are discussed with respect to possible charges of unreasonable, arbitrary or capricious disciplinary actions. A copy of the administered cheating "quiz" is included.

TAKING THE PULSE OF THE PROFESSORiate:  
LOOKING FOR SYMPTOMS

Barbara J. Millis  
Patricia M. Wallace  
The University of Maryland Asian Division

Higher education faculty and their concerns have come under scrutiny around the world. In the United States several recent studies, most notably the Carnegie Survey, indicate that faculty are feeling less satisfied about all aspects of academia than they were five years ago.

To discover if this broad trend might be evident in The University of Maryland Asian Division, we examined data from faculty surveys administered to both part-time (adjunct) and full-time (core) faculty in 1981 and 1985, focusing on perceptions regarding students, colleagues and administrators which might indicate low or declining morale.

Overall, the surveys revealed a relatively healthy professoriate who have reservations, however, about the academic level and motivation of students. Many faculty members felt that students were not properly counseled about prerequisites and often need work in basic mathematics and writing skills.

A close look at the 1985 survey returns suggests that as in the States, faculty in different disciplines, at different salary levels, and with different amounts of service to the institution report somewhat different perceptions of their students, their colleagues, and their administrators.

PART-TIME FACULTY: A PROGRAM  
FOR MANAGING A CRITICAL ISSUE

Moylan C. Mills  
The Pennsylvania State University  
The Ogontz Campus

Recent figures reported by the National Center for Education Statistics indicate that use of part-time instructors in higher education has increased dramatically during the past fifteen years. Close to forty percent of the total teaching force currently consists of part-timers. In most institutions, part-time faculty report that they are low paid, have little or no academic orientation and supervision, are not included in departmental meetings or decisions, and receive minimal clerical support. In order to address these concerns and others and to enhance the teaching effectiveness of part-time faculty, the Ogontz Campus of The Pennsylvania State University has during the past two years established a program to upgrade part-time compensation, to involve part-timers more fully in academic matters, to provide them with a full array of support services, and to set up a forum whereby part-timers can discuss their concerns. A recent survey of part-time faculty at the Campus indicates that the program has succeeded in creating a more stable and secure part-time faculty group that feels more valued and comfortable. The main thrust of the program, which is described in detail in this paper, is to create a core of part-timers whose Campus situation enables them to concentrate on bringing excellence to the classroom. Although part-time faculty will be a component of higher education for the foreseeable future, this group of faculty members can be encouraged to teach at a level that enriches the quest of students for knowledge and insight.

PROFESSIONALS TURNED PROFESSORS:  
PREDICTING TRANSITION SUCCESS IN THREE CASE STUDIES

Will H. Rockett  
Seton Hall University

**Abstract**

This paper\* examines three case studies of professionals-turned-professors and compares their relative success in adjusting to academic life.

There are three principal areas to which the professional seeking a life in academe must adjust: remuneration expectations; teaching demands; and university life. Adjustments to teaching are of three kinds: classroom performance, expectations of students, and acceptance of workload. Adjustments to academic or collegial life include both acceptance of responsibilities to colleagues and to the institution, and acceptance of the political and social realities of life in the university.

While all these points affect adjunct as well as fulltime faculty, it is among fulltime faculty that they are most strongly felt; hence, the author focusses in the three case studies upon professionals attempting a "permanent" transition.

The author concludes that while formal predictors are extremely difficult to establish, at least three general rules can be drawn in determining the likely success of a candidate's transition, while a fourth conclusion underscores the need for the university to adapt some of its norms to such faculty.

-----  
\*N.B.: The full text of this paper is twice the length of this rather synoptic version; the author plans to amplify his remarks at the conference.

JOB BURNOUT  
IN COLLEGE PRESIDENTS  
AND THEIR PERCEPTIONS OF JOB RELATED STRESSORS

Roger Welt, Ed.D.  
University of San Francisco

Abstract

College Presidents are one group of public service professionals in which job burnout can occur. The burnout syndrome has increased in seriousness because of the physical and emotional stress that exists in the profession. To date, the relationship between perceived stress and burnout as experienced by the college president has not been studied.

The purpose of the study was to determine the relationship, if any, between job-related stressors and job burnout as perceived by college presidents. The study also serves to identify the types of stressors these administrators perceive and to determine if stressors are perceived differently among groups based on demographic factors such as personal characteristics and college location.

To measure this, two instruments were used: The Oregon School Administrators Stress Survey (OSASS) and the Maslach Burnout Inventory (MBI). A correlational and comparative study was conducted to describe college president's stressors and levels of burnout, and to determine the relationship between specific stressors (stressful job situations) and burnout.

The research indicates that college presidents do have certain commonalities in their perceptions of job-related stressors and how they affect job burnout.

PRE-INSTRUCTIONAL STRATEGY  
AND FILM LEARNING

Moon K. Chang  
Peru State College

This study examined the effectiveness of an advance organizer as a pre-instructional strategy in teaching with a science film to undergraduate freshmen and the interaction of an advance organizer and the ability levels of the subjects. An advance organizer used for this study referred to a set of tape narrated 2"x2" color slides presented in advance of a sound film from which the slides were made to give a brief overview of the film. The results indicated that the advance organizer increased learning and retention of the facts and concepts presented in the film when it was used as part of the film presentation. However, no interaction between the advance organizer and the ability levels was found.

INTELLIGENT COMPUTER ASSISTED INSTRUCTION (ICAI):  
FLEXIBLE LEARNING THROUGH BETTER STUDENT-COMPUTER INTERACTION

Philippe Duchastel and Jacques Imbeau  
Université Laval  
Québec, Canada

ABSTRACT

Intelligent computer assisted instruction (ICAI) uses artificial intelligence techniques to imitate in computer form the power of human tutorial processes. Its major technical features are the use of a modularized knowledge base instead of CAI's textual scripts, and the ability to interpret the student's statements and questions expressed in natural English. These features make ICAI systems extremely flexible and allow the student much greater learner control of the interaction than is traditionally possible in CAI. Other major elements of an ICAI system are an extensive model of the student and an explicit model of the tutoring process. Our research on the development of GEO, an ICAI system which interacts with students in the area of geography is briefly described. Finally, the nature of this new technology is discussed in terms of its potential influence on university teaching and learning, especially in terms of our conception of learning.

## ABSTRACT

### THE VIDEO DOCUMENTARY: A TERM-PAPER ALTERNATIVE

John B. Haney

Queens College of the  
City University of New York

In considering whether to allow students to do a video project as an alternative to the traditional college course term-paper, the instructor should consider both the *distinctive nature* of a video project and what *different but equally valid standards* might apply. From my experience in teaching portable video production courses, I suggest the following guidelines to help increase the chances of satisfactory student products: 1, There should be a valid reason to choosing video as an alternative means of accomplishing a term-paper assignment; 2, The video process should conform to the visual documentation requirements of the particular academic field; 3, There should be adherence to the general ethical standards of visual documentation; 4, There should be written documentation to accompany the video product. This paper is accompanied by videotape examples of student documentary work.

OVERCOMING ANXIETY AND RESISTANCE TO TECHNOLOGY:  
AN ORIENTATION PROGRAM FOR TEACHING ON TELEVISION

Sally M. Johnstone  
and  
Susan Foster Kromholz  
The University of Maryland

One of the greatest problems in creating quality instructional television programs is resistance from those who would be teaching on the system. Part of this resistance seems to stem from anxiety about how to use the system. To counteract this problem at The University of Maryland's Instructional Television System (ITV), the authors designed and implemented a three-stage program.

The program involves introducing the new instructors to all the information they need to have in order to use the ITV system before they are exposed to the actual studio-classroom. A humorous videotape is used to introduce the range of experiences encountered in teaching on TV. The discussion which follows focuses the teachers' attention on the best uses of the system and the common problems which can occur. Finally, each person is given a chance to take the podium and try out the studio-classroom's unique elements.

From the responses of the participants and informal surveys of the technical staff who subsequently work with the teachers, it seems the orientation program has been successful in improving the use of the medium.

## TOOLS OF THE TRADE: VIDEO AND LANGUAGES FOR BUSINESS

Suzanne E. Lindenu  
University of Georgia

### ABSTRACT

Are there any of us teaching today who have not experienced student detachment and indifference? Are there any of who have not had students--bodily in our classrooms and lecture halls--whose hearts, minds, and interests were far from us? Are there any of us in the profession who are not interested in re-engaging student interest in what is going on in our classrooms?

According to the National Institute of Education, the key to re-engaging student interest is teachers--teachers becoming more accessible to students; teachers measuring student progress more carefully; teachers changing and improving their teaching methods; and, teachers using technology.

It is the aim of this presentation to propose the possibility that in languages for business the systematic integration and use of video can help carry the main instructional load, offer teachers another method of instruction, and re-engage students' interests in their own learning. For the purpose of this discussion, 'video' is defined as the recording and playback of videotapes produced by the learner, and 'languages for business' are viewed in the larger context of acquiring target language culture and communication behaviors as opposed to the narrow and limited acquisition of specialized business vocabularies.

## CAMPUS AND CORPORATION: DEVELOPING THE COUPLINGS

Dr. Len Ainsworth  
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### Abstract

Cooperation between higher education and the corporate enterprise is at an all-time high in the United States. Recent conferences have stressed the validity of mutual support and need for interaction. The coupling of the two at the operational level depends upon individual institutional and individual company efforts. Involvement at the project and departmental levels appear to mesh well with corporate activities.

Corporate needs for broadly educated, flexible persons were recently stressed by corporate representatives before a national audience of college and university administrators. The need for corporate support was similarly voiced by representatives of higher education. Concerns for maintenance of institutional autonomy, individual academic freedom and commitment to accepted values are found alongside desires for additional financial support, to provide research, and to assist in solutions of real problems.

Individual institutions assist companies through consultancies, research projects and direct teaching. Many corporations provide education for their own employees and assistance for those who enroll in higher education institutions. Other corporate support may be developed for equipment grants, student scholarships and fellowships, faculty support, funding of research, travel costs and performance awards. Joint seminars, study groups, and task forces for solving community or discipline related problems are undertaken within established goals. Examples are given of individual initiatives in establishing workable relationships.

BUILDING BRIDGES BETWEEN THE DISCIPLINES:  
COLLABORATION IN AN INFORMATION-PROCESSING UNIVERSITY

John J. Gardiner  
Oklahoma State University

Emphasis is changing among the world's leading universities from information gathering to information processing. The creation of technological knowledge, a process which is at the heart of modern economic growth, requires the use of interdisciplinary teams. A wealth of data is being generated, but the ability to organize and use that information remains limited. Old structures are hampering collaboration necessary for information processing.

An examination of the collaborative work structures located in and around the leading research universities of the United States offers insights for improving information processing. Boston and San Francisco, areas in contention for supremacy of the United States high technology industry, areas that contain four of the nation's five leading research universities, provide seedbeds for organizational forms that might be models for improving information processing. Among the organizational models emerging are Berkeley's powerful advisory councils; Stanford's enthusiastic association with independent research groups (e.g., the Center for Advanced Study in the Behavioral Sciences); MIT's broader definition of institute faculty encouraging high levels of communication between disciplines; Harvard's close ties with industry and business promoting technological development; Abt Associates' and SRI International's use of matrix teams to address complex societal problems. Each of these emerging organizational models is built on a base of increased collaboration.

Collaboration is needed by the information-processing society to build bridges between and among large pools of disciplinary data on the one hand and society's increasingly complex problems on the other. While the academic department remains the home, the interdisciplinary research group is emerging as the workplace for the modern information-processing university.

DEVELOPING A UNIQUE EDUCATION AND TRAINING MODEL USING  
INTERACTIVE VIDEODISC LEARNING SYSTEMS

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Abstract

Interactive Videodisc Learning Systems have been progressively used in business, industry, and military sector training. While the use of the technology in higher education has been slow, it is currently gaining increasing attention to complement traditional instruction. The potential for its broadbase use inheres in the fact that unlike other educational technologies it has the power for quick random access to desired information through accompanying audio and video images with a self-paced student/computer interaction. It thereby stimulates student interest which results in effective learning.

Bloomsburg University has established a unique educational and training model using videodisc learning systems. The impetus for the development of the model grew out of the University's desire to respond positively to several current issues in American higher education and economic development. Three such issues addressed are: (1) student involvement in learning, (2) retraining of business sector employees, and (3) education-business-government partnership for economic development. Interactive videodisc technology provides an individualized teaching tool which will unquestionably enhance learning through student involvement; it also allows universities and businesses to enter into partnership through a "high-technology connection." In implementing the model, the University utilizes a network of resources from faculty/staff expertise, graduate student involvement through the Instructional Technology Program and private sector/government funding.

The paper discusses these higher education issues and describes the development of a variety of courseware that support faculty initiated and business/government sponsored projects. The authors argue that by implementing their educational model, the University is responding to several current issues in American higher education and economic development.

CAREER TRAINING AND  
PROFESSIONAL CONTINUING EDUCATION-  
SHALL UNIVERSITIES RESPOND TO CORPORATE NEEDS?

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Abstract

The number of corporations conducting career training and continuing education is always on the rise . This trend ought to be studied by colleges and educational institutions whose function is traditionally, to prepare and educate cadres to meet the social and economic needs of the society .

With the objective of the current conference being to build constructive collaborations and bridge the gaps between corporations and educational institutions . This paper outlines the main issues of concern to business and industry when preparing professionals in practical life .

Training transfer, trainee selection, maintaining corporate's know-how and economics of training are issues of corporate interest . It is left for colleges and educational institutions to consider and integrate these issues into their objectives, purposes , and their actual structure .

BRIDGING THE GAP BETWEEN TEACHING, RESEARCH  
AND COMMUNITY SERVICE

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Gerald R. Garrett  
University of Massachusetts, Boston

ABSTRACT

Community service is an important part of the mission of most urban and land grant universities in the United States, yet faculty often find that pressures to achieve excellence in teaching and scholarly research preclude significant public service. The purpose of this paper is to illustrate an approach to public service developed in a special project of the Graduate Program in Applied Sociology at the University of Massachusetts at Boston. Possibilities for interfacing service, teaching, and scholarly objectives are identified and problems that arise from this interface are discussed.

\*Work on this paper was supported in part with grants from the BioMedical Research program of the National Institutes of Health to the University of Massachusetts at Boston. Communications concerning this paper should be addressed to Russell K. Schutt, Department of Sociology, University of Massachusetts at Boston, Boston, Massachusetts, U.S.A. 02125-3393.

## DEVELOPMENT AND INCENTIVES FOR GENERAL EDUCATION FACULTY

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### ABSTRACT

General education (GE) programs are intended to develop basic skills and basic understanding of broad areas (as opposed to specialized and technical programs). While the U.S. academic community generally agrees on the importance of GE programs, our professors too frequently lack both incentives and competence to teach GE classes. Development strategies for GE faculty could include courses or other meetings, external evaluations, and various intrinsic or financial incentives. Brigham Young University has instituted programs of in-service GE seminars, continuous peer review of GE courses, and research awards for superior GE teaching. These programs may represent cost-effective approaches toward solving the twin problems of inadequate competence and incentives for faculty teaching in general education programs.

THE WORLD IS OUR CAMPUS: IMPLEMENTING A WORLD CIVILIZATION REQUIREMENT  
AS A MEANS OF PREPARING STUDENTS FOR LIFE IN THE "GLOBAL VILLAGE"

AN ABSTRACT

Paul B. Pixton  
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Central to the current discussion of curricular revision in American universities and colleges is the concern that students become more aware of the "global" nature of the contemporary world, that they have some sense of what peoples outside the Western tradition have thought, hoped, created, and debated. Only by learning how others view their world can we hope to have a meaningful dialogue with them, as we seek jointly to resolve many of the vexing problems of our time. While many universities in America have mandated a world civilization or world history course as a means of assisting in this educational process, Brigham Young University has approached the problem through a policy of quiet persuasion, a policy which aims at achieving a consensus among faculty, while ensuring that the needs of students are met in the best possible way. The office of General Education has encouraged the development of four two-semester sequences whose purpose is to provide students with a global frame of reference for integrating knowledge and experiences gained elsewhere in their university training. Through a variety of schemes, including faculty seminars and use of college advisements centers, it has also worked to promote acceptance of these courses and the general concept a world civilization program among faculty and students. Evidence to date would indicate that this policy is producing the desired results without the disruption which other types of curriculum reform might create.

## LIBERAL LEARNING REVISITED: THE CHALLENGE FOR COMPREHENSIVE UNIVERSITIES

Patsy B. Reed  
Northern Arizona University

In the United States, many comprehensive universities are experiencing pressures for a shift toward liberal learning, some of which are traditional, some new. The voices of the business world are joining those of the professoriate in support of general education as a prime determinant of leadership potential because it encourages analytical thinking and humanistic perspectives. With corporate endorsement, the value of liberal learning is being impressed upon the general public. The resulting challenges for comprehensive universities focus on responding to a ground swell of interest by strengthening their liberal arts offerings and coaxing their sometimes reluctant students into these studies.

This paper suggests mechanisms that are in place at Northern Arizona University as possible approaches to recapturing liberal learning for students at a mid-sized comprehensive university. Of paramount import are the attitudes of the administration and faculty from the academic leadership to the newest assistant professor. With some collective consensus, the requirement for general education can be tailored to reflect the institutional commitment and can be monitored to assure compliance by all undergraduate students. Serious examination of advising is essential; advisors must not only see that the letter of the requirement is met but that students embark on liberal studies early in their academic careers and select courses that complement their interests and goals. Finally, for those students whose appetites are whetted, options for more advanced and rigorous study must be available.

While progress in involving and exciting students about liberal learning is difficult to assess, NAU has one indication that its response to the swing of the liberal arts pendulum with a combination of general requirements, improved advising and opportunities to pursue honors studies is succeeding — traffic in the library has increased dramatically.

IMPROVING UNIVERSITY TEACHING: WHAT DO  
STUDENTS SAY ABOUT THEIR TEACHERS?

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ABSTRACT

This paper is based on a research for which the major purpose was to gather and analyze the opinions of 392 randomly selected University students, concerning the characteristics of an effective University teacher. Students were attending Nursing, Dentistry and Medical School at the Universidade Federal do Rio Grande de Sul (UFRGS), in Brazil.

An instrument was developed especially for the investigation, based upon a previous study in which the raw information was collected through an open-ended instrument given to students of the above mentioned program as well as on a review of the related literature.

Research data were gathered through the students' responses to a scale composed of 72 items to which the respondents were asked to give their position, concerning each particular behavior of an "effective" University Professor on a Likert five-point scale. The instrument also included a section in which demographic data about the student and the target-teacher were collected.

The results of a factorial analysis of the data indicated six factors representing University Teacher Effectiveness, as perceived by college students. These factors were named: I Student Participation; II Classroom Organization and Management; III Teacher Clarity; IV Acceptance of Students; V Punctuality, and VI Systematization.

The results indicated that there are a number of significant aspects to be considered in any comprehensive program for the improvement of University Teaching, if one believes that the students' opinions are valuable source to be taken into account in such a process.

IMPROVING LECTURER PERFORMANCE:  
EVALUATION AS A BASIS FOR INDIVIDUAL COUNSELLING.

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ABSTRACT

The University of the Witwatersrand, Johannesburg established an Academic Staff Development Centre in 1981 charged with the task of establishing procedures (acceptable to staff, students and administrators) for evaluating lecturer performance and for aiding the improvement of lecturing standards generally.

This paper briefly explains the methods adopted, show how these gained favour within the University and discusses some aspects of the extensive data that have been collected.

## EVALUATING TEACHING USING NOMINAL SCALING

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### ABSTRACT

Short scripts were written on 4 psychological topics (development, ethology, learning and physiology), at 4 levels of quality (very good, good, fair, poor) as defined along 4 dimensions (ability to communicate, stimulation of thought, value of materials, overall performance). Scripts were presented as lectures by 3 experienced instructors. The 48 lectures resulting were recorded on video tape and later presented to audiences who made nominative judgements of them. To do this, members of the audience were asked to name which of 4 panel members most accurately identified the lecture. The video recorded panel was made up of students using scripts which described teaching at 4 quality levels along the 4 dimensions mentioned. The distribution of audience evaluations were not skewed upwards as numerical ratings characteristically are. Results suggest that students and faculty groups agree among themselves in regard to such measurement of teaching using nominative scaling, but may differ as groups.

STUDENT EVALUATION OF TEACHING:  
IMPACT OF POTENTIAL BIASES

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Russell Merz  
Eastern Michigan University

This paper reports the results of an empirical study that examined the relationship between students' evaluations and a set of potential biases. The potential biases were eight background characteristics of students, instructors and courses (e.g., sex, expected grade, instructor rank, class size) that were thought to contaminate student ratings. Canonical correlations were used to analyze 800 individual responses collected from 38 undergraduate marketing classes. The results indicated that the impact of potential biases on students' evaluations were small. Overall, the background characteristics explained nine percent of variation in student ratings. Further analyses showed that instructor rank and class size may influence students' evaluations to some extent. More favorable ratings were correlated with lower ranks and small classes (less than 20). Students found lecturers and assistant professors humorous, more sensitive and friendlier than associate and full professors. Students also perceived the instructor humorous, more enthusiastic and friendlier in small classes. The paper discusses the implications of these findings for instructional improvement and future research.

HIGHER EDUCATION FOR LOW INCOME AND MINORITY STUDENTS:  
PROGRAMMING FOR EXCELLENCE

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ABSTRACT

Bridging social class and ethnic barriers to higher education can be achieved through programs that provide specialized curriculum, academic and social support services as well as financial assistance. Specialized curriculum are liberal arts courses with content specifically relevant and exciting to low income and minority persons. Such courses should be taught in small classes with considerable interaction between the students and the instructor. These courses are to meet 50% of the academic load and should be taken along with standard courses. Support services include academic study skills laboratories, tutoring, and writing workshops. Also needed are counseling and close contact with fellow students, faculty, and staff. Financial assistance includes not only tuition and fees, but also the availability of no-interest loans to meet unexpected situations. Programs of this nature incorporate ideas from both the "remedial" and "pluralistic" models as defined by Cross.

This article is a description of one such project, the Goodrich Scholarship Program of the University of Nebraska at Omaha. The program has been in operation since 1972 and has undergone six evaluative studies. Implications are made regarding program success and further research.

DYNAMICS OF THE PROCESS OF GAINING ACCESS  
TO A PRESTIGIOUS INSTITUTION IN INDIA

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ABSTRACT

In India, there is a great clamour for admission to professional education like engineering and technology, especially in highly prestigious institutions like the Indian Institute of Technology (IIT). Over 70,000 students take the specially designed entrance examination for about 1500 places available. As the competition is very severe, a lot of money, time, and effort are invested in the preparation for this entrance examination. This paper based on empirical data, presents some of the highlights of the dynamics of the process of preparation in seeking admission to these highly coveted IITs. The implications of the method of selection are also discussed.

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\* Currently on a study leave at the Max Planck Institute for Human Development and Education, Berlin

## JUSTICE IN ACCESS AND QUALITY IN SELECTION

Prof.Dr. P.V. Indiresan

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### ABSTRACT

It is a fact that many youngsters with innate ability fail to get into a university due to inadequate schooling arising solely due to the accident of birth. The politicians' reaction to this social mishap is often to demand that universities reduce their standards. In their own self-interest, the universities should attempt to evolve techniques for better justice in access without loss of quality in selection. It is argued that this will necessarily require multi-stage selection and that it will help if the universities make a pre-selection a couple of years in advance.

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\* Currently on leave as Fellow at the Wissenschaftskolleg zu Berlin.

QUALITY AND ACCESS : A DUAL-CRITERION  
ADMISSION SYSTEM FOR HIGHER  
EDUCATION INSTITUTIONS

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and  
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ABSTRACT

The unfair exclusion of talented students with a poor educational background is a problem that affects both the individual and society. This problem is of pressing importance in South Africa.

We present in this paper a university entrance system aimed at finding these gifted but disadvantaged students. The system is simple to implement and does not mention race or class explicitly.

The system is tested using a statistical technique in which the sample acts as its own control group. It is shown that the students who most deserve a second chance, that is the students we have identified as gifted but lacking a good academic background, are the ones who stand to gain the most from it.

## THE EFFECT OF GENDER ON PEDAGOGY AND PRACTICE

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### Abstract

Educational institutions as we know them were founded and fashioned on the ideas and thinking of men over the past several thousand years. The established practices of intellectual discourse as well as the form of knowledge itself were shaped by this half of the population. It has been only in the past several decades that the number of women in higher education has increased until now they constitute more than half of the population at educational institutions. Because there is beginning evidence that women's and men's epistemology differs, the question is asked, what is the effect of these different ways of organizing experience on teaching and learning in the college classroom.

Following a critique of educational theory by philosopher Martin (1985) the theoretical basis for men's and women's epistemology is described (Perry, 1970 and Belenky, Clinchy, Goldberger and Tarule, in press). Data from a recent study by Abell, Bransky and Squibb (1985) provides the basis for proposing a typology which describes effective strategies for designing educational experiences for both women and men.

PSYCHOLOGICAL SEPARATION IN MALE AND FEMALE  
COLLEGE STUDENTS

Donnah Canever-Gaspert  
Boston College

Abstract

This paper reviews some notions from Kohut and Mahler about the separation individuation conflict as it relates to the creation of an individual differences variable referred to as psychological separateness. Some of the ideas of Freud and Gilligan on the psychology of women are compared to each other and to the notion of psychological separateness. Some research on psychological separateness is reported and related to other individual differences variables like fear of success and Witkin's psychological differentiation. The implications of the research and concepts are discussed in relation to teaching male and female college students.

ABSTRACT

MISANDRY AND MISOGAMY:  
THESE SAD YOUNG WOMEN

Nancy Ann Holtz  
The University of Maryland European Division

This paper, which includes a few examples of extreme manifestations of the feminist movement in literature, argues that feminist academics may, instead of drawing sympathy and support for women living in a patriarchal society, ultimately bring ridicule upon themselves. Edith Hamilton, who late in her own life and early in this century won recognition as a great classical scholar, has already designated male writers of our century (those very writers who currently stand under attack for misogyny) as artists who have lost touch with nature. My contention is that feminism is a logical outgrowth of our century's radical realism, with its rejection of order and of classical ideals. The chief mentor of the feminist cause is Virginia Woolf, whose non-fictional (as well as fictional) works have served to support feminist charges against men for suppressing and exploiting women. I bring in evidence that many feminists hold misconceptions about Woolf's life and values, and I suggest that, were Woolf alive today, she might in many instances not support feminist approaches to literary criticism. Anger, irrational judgments, and destruction in many instances of our literary heritage may isolate and, in the end, destroy this branch of Women's Studies.

MALE STUDENTS - WOMEN'S STUDIES: ON MAINSTREAMING FEMINIST  
SCHOLARSHIP

Tobe Levin  
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Abstract:

Improving university teaching has been the goal of the women's studies movement since its inception in the early seventies. Having noted masculine bias in the traditional curriculum and the frequent use of sexist language as well as (often unconscious) discrimination against women students in the classroom, feminist scholars have attempted to counteract these abuses by transforming both the form and content of a liberal arts education. Interdisciplinary from the outset, feminist studies now offers an impressive body of new knowledge about women in psychology, history, anthropology, literature, and other disciplines, scholarship which, it is felt, should no longer be confined to the ghetto of women's studies classrooms, but integrated into the curriculum as a whole. This means sharing feminist insights with male students, often suspicious of a perspective whose biases they fear. This paper examines the goals of mainstreaming as I have attempted to realize them in my classroom, with special emphasis on the receptivity of male students to my feminist point of view.

GATEKEEPERS FOR ACADEMIC CRIMINOLOGY  
AN EXPLORATORY STUDY OF THE STATUS OF WOMEN  
ABSTRACT

Imogene L. Moyer  
Indiana University of Pennsylvania

The purpose of this paper is to explore the role of male gatekeepers in academic criminology. While there have been no published studies specifically concerned with women criminologists, studies have been reported on the role of women in academia. These research studies have found that women are more likely than men to drop-out of graduate school because of marital responsibilities. Women who do remain in academia receive lower salary and rank, are less likely to be tenured, and are often located in less prestigious settings. A survey of the literature suggests that dual careers are a factor. When the two careers conflict, decisions are usually made to advance the man's career at the expense of the woman's career. But other studies suggest that women remain in the lower-paying, less prestigious jobs regardless of marital status. Several authors point to male gatekeepers, who set the standards to be applied in the evaluation and acceptance of scholarly work, as the major cause for women not moving upward in academia.

This paper presents some data from exploratory studies of women's participation in the Academy of Criminal Justice Sciences and publications by women in four major refereed criminology journals. These data indicate a very low level of professional involvement by women in these areas but the data provide no explicit information about male gatekeepers. There is a need for carefully designed and well funded research to examine the role of male gatekeepers in reference to the status of women in academic criminology.

FACULTY DEVELOPMENT ISSUES AND CONCERNS  
IN PENNSYLVANIA  
PUBLIC HIGHER EDUCATION

Larry R. Cobb  
and  
George T. Force

Slippery Rock University

Abstract

The Association of Pennsylvania State College and University Faculties (APSCUF), the collective bargaining organization of the faculties in the State System of Higher Education, authorized the administration of a survey of the interests, needs, and means for the development of its members. The Committee on Quality in Higher Education conducted such a survey during the spring of 1985 with over 1000 returns from approximately 4000 APSCUF members.

This paper specifically examines the perceived need for university support to meet three concerns related to teaching effectiveness, the primary mission of each university. The three issues are (1) active, rather than passive, teaching, (2) computer-assisted instruction, and (3) the inculcation of cross-cultural perspectives. On the first issue, findings indicate an even, high level of consensus. On the second issue is a low priority given with some unevenness across schools. On cross-cultural understanding, little agreement exists on its relative priority: Humanities were highest; Mathematics and Science, lowest; and only slightly higher in the Business school.

PROMOTING INTERNAL COLLABORATION: A TEACHING  
FELLOWS PROGRAM FOR JUNIOR FACULTY

William K. Jackson and Ronald D. Simpson  
The University of Georgia

Abstract

A teaching fellows program for junior faculty provides opportunities for increased dialogue and collaboration across disciplines and age cohorts at The University of Georgia. This program, partially funded by the Lilly Endowment, Inc. of Indianapolis, utilizes group activities to focus on important issues relating to instruction. Each year eight assistant professors representing diverse disciplines are selected to participate in the program. Each fellow collaborates with a senior faculty member who serves as his or her mentor. Retreats, round table discussions, and other group activities provide the fellows and mentors frequent opportunities for exchange of views relating to teaching. The collaborative relationships established among the participants in this program are continuing even after the participants exit the program. An expanding network of interdisciplinary relationships seem to be emerging from the teaching fellows program.

This program demonstrates that collaborations focusing on teaching issues can be established across departments and age cohorts in a research university. Even without additional external funding the University can maintain the elements of the program which are most productive in fostering discussion and collaboration among a diverse group of faculty.

MODALITIES OF INSERVICE TEACHER EDUCATION: DO THEY HAVE  
AN IMPACT ON TEACHING AND UNIVERSITY?

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ABSTRACT

The expression 'inservice teacher education' is defined as an attempt to improve teachers who are already employed at higher education institutions. It includes any modalities of staff development and the programs that are developed on-site, in the institution or elsewhere through scholarships for graduate studies. University catalogs and program booklets or folders were selected, extracting from them the appropriate informations concerning inservice teacher education modalities and school characteristics, among them age, size and location. Afterwards they were classified into five modalities as representatives of the field of inservice teacher education at the higher education level. The modalities identified were: (a) workshops and seminars; (b) supervision and coordination; (c) graduate studies programs; (d) research and publication-journals and conferences; (e) self-organization through social movements.

Aims and strategies used by universities to meet their mission, trends in curriculum development and the roles of teachers and students were the three main dimensions detected to analyze the elements under investigation. Higher education for masses -instead of for the few- community based programs, universities as the sites of political struggles and social mindful approaches are some of the issues that are discussed. All kinds of formal teacher education are questioned as to their strength to produce any impact on the quality of teaching offered by higher institutions.

Nevertheless, it is in the larger social and political arena that the inservice teacher education programs can find the key elements to nurture their goals, processes and outcomes. On the other hand, it is at the level of day-to-day education practice, inside the universities, that teachers shall reconstruct their subjectivities and concepts to meet the challenges of their concrete actions.

ABSTRACT

INSTRUCTIONAL DEVELOPMENT:  
AN INTENSIVE, INTERDISCIPLINARY APPROACH  
DIRECTED AT NEW FACULTY

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State University of New York at Buffalo

Data from two years of week-long faculty development programs, directed at newly appointed faculty members at the State University of New York at Buffalo, demonstrate the value of intensive microteaching within heterogeneous small groups as an approach to improving instructional skills. Held at the start of the fall semester, these programs have functioned both to hone pedagogical skills and to introduce expectations of the University as a whole. Development of peer groups outside their respective departments provided new instructors not only a wider basis of contacts, but also more positive identification with, and knowledge of, the institution as a whole. Compensation for those attending provided a valuable incentive for participation, with the result that more than half those eligible attended. With extensive faculty volunteer participation, direct costs per participants remained below \$800. However, follow-up programs are essential. Research carried out in December 1985 and January 1986 on faculty perceptions since the week-long programs (held in August 1984 and August 1985) shows that regular reinforcement is necessary, either through "mentors" drawn from the same or cognate disciplines, or through special efforts mounted by an office of teaching effectiveness.

EXCELLENCE IN UNIVERSITY TEACHING: A NEW STAFF  
DEVELOPMENT PROGRAMME

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F. Fairbrother  
Queensland Department of Education

C. Zuber-Skerritt  
Griffith University

ABSTRACT

The purpose of this paper is to discuss the design, implementation and evaluation of a new staff development programme entitled "Excellence in University Teaching" (EUT) which was trialled with staff at Griffith University in 1984/5. Feedback from participants suggests that this trial has been successful in terms of staff awareness of students' needs and problems, staff attitude to change, their conscious application of teaching principles, and their motivation to generate and experiment with new teaching strategies. The significant difference between EUT and other staff development activities is its cohesiveness: the individual modules in this twelve-hour programme are interrelated in such a way that a logical progression evolves. Another salient feature of EUT is that theories, principles and strategies discovered and discussed in each session are immediately put into practice by the university teachers in their regular lectures and tutorials and then evaluated at the beginning of the next EUT workshop. Such integration of theory and practice makes EUT of direct relevance and benefit to practitioners in higher education.

## DISTANCE EDUCATION: CLOSING THE GAP

Michael F. Beaudoin  
The University of Maryland

Distance education - the process whereby a student learns independently while physically distant from the teacher and sponsoring institution - has emerged in a variety of formats as a viable institutional response on a worldwide basis to the challenge of providing continuing education that reflects both quality and access for a diverse and changing adult learning population. Although a teacher is always involved, it is primarily a learner-centered system based on printed and electronically transmitted materials with minimum constraints of time and place.

Although independent study continues to be criticized, recent research indicates that independent students are stimulated to learn despite the absence of group interaction; that lessons are returned rapidly and telephone communication provides very adequate feedback; that mature, self-disciplined independent learners are highly motivated; and that course-completion rates among external degree candidates are exceptionally high.

Despite institutional barriers and individual resistance, distance learning has established a major presence within the educational system of many countries. What remains to be done is to create a more permanent "bonding" with traditional academic enterprises. Alternative programs, if they are to survive within a larger institutional setting, must ultimately become institutionalized themselves, while still retaining their distinct character and purpose. There must be greater awareness of the efficacy of distance learning, and those responsible for planning, administering, and evaluating external degree programs and other forms of independent study must develop a more adequate support system. External education programs should collaborate to establish a set of rigorous standards, submit to review procedures based on those standards, and create national or even international mechanisms for self-regulation.

This presentation is designed to identify, articulate critical issues, emerging ideas and useful information reflecting the growing corpus of data gradually becoming available for administrators, academic planners, instructors, evaluators and others whose professional roles are increasingly involving them in creating or improving external education programs.

PROLOGUE: A LIBERAL ARTS SKILLS DEVELOPMENT PROGRAM FOR  
CAREER-CENTERED, ADULT DISTANCE LEARNERS

LeGrace G. Benson

Empire State College/ Center for Distance Learning

Summary

Faculty of the Center for Distance Learning, a unit of State University of New York providing individualized, off-campus instruction for adults seeking college degrees, are implementing a multi-disciplinary, student-centered program of skill assessment and instruction. The program enables students to (1) describe particular academic strengths and weaknesses, and (2) to design and complete a degree program incorporating courses and instructional modules specially oriented toward fulfilling individual needs and aspirations. It enables faculty (1) to provide informed, targeted instruction in order to support the student's success more fully, particularly in the early semesters of college; and (2) to track specific elements of the student's academic progress in and across courses, over a period of several terms. This integrated program provides a strong foundation for the expected career path, while at the same time enabling the student to become competent in quantifications, oral and written communications, and several types of critical observation and thought; knowledgeable about historical and cultural contexts, sequences and implications; and able to participate in creative, complex decision-making.

EDUCATIONAL DIALOGUE ABOVE THE ARCTIC CIRCLE  
AN EXPERIMENT IN NON-TRADITIONAL COURSE DELIVERY

Beverly J. Grogan  
University of Alaska

"Good evening and welcome to HUB III An Introduction to Alaskan Literature. I will not be able to moderate your conference continually, however, if you are having technical problems, please disconnect and replace your call to the bridge. I will now turn the conference over to your moderator, Beverly Grogan, in Kotzebue. Have a nice conference."

On the northwest coast of Alaska, about 200 miles from Siberia and in an area where many people still hunt whales and seals to supplement their living, students are involved in one of the most innovative educational programs in the country. The service region covers an area of arctic landscape approximately the size of Indiana, with no road system connecting the ten villages where the students, of which 85% are Alaska Native, live. It is precisely because of the remoteness and inaccessibility to traditional education that the state of Alaska has committed itself to providing alternatives for the people in this area. So, the Department of Education and the University of Alaska have cooperatively developed a telephone network over which these and other students all over Alaska may participate in a conference call with each other and their instructor.

It is the mission of Chukchi Community College, the newest branch of the University of Alaska network, to provide traditional two year general education appropriate for transfer to a four year institution. While this traditional education is not unique, it is revolutionary in its form of delivery. And this mission is making a radical statement about education -- that all people deserve quality education provided to them in a manner which is reasonably accessible to their home and way of life.

LEARNING EFFICIENCY AND USE OF VIDEOTAPES  
IN UNIVERSITY LEVEL DISTANCE EDUCATION

Wolfram Leaser  
Fernuniversität Hagen

Abstract

The purpose of this paper is to show that videotapes can be used in an efficient manner to teach economics at a distance. A short outline of the type of videotapes analysed is followed by some empirical data on the efficiency of videotaped instruction relative to printed material. Subjective ratings, test scores and time spent on learning by students are used to measure learning efficiency. Finally some results on students' use of videotapes are reported. Our experience is based mainly on the economic education at the Fernuniversität Hagen, West Germany.

IMPROVING THE ORIENTATION AND PERFORMANCE OF  
FIRST YEAR CORRESPONDENCE STUDENTS  
AT THE UNIVERSITY OF ZAMBIA

Freda M. Mulenga  
University of Zambia

ABSTRACT

The role of the Universities is increasingly aimed at providing educational opportunities to adults through non-traditional means. This poses two problems of maintaining the standards of the type of education provided and that of keeping the adults in the system. The Distance Teaching mode of education or correspondence study is being used in both Open Universities and traditional Institutions. The common characteristic of Distance Teaching is the high incidence of drop-out rate relative to the classroom situation. This paper is looking at a University which provides the same degree programme to both internal and external students, but which experiences the problem of wastage among external students. The paper will examine the methods used in the provision of distance teaching in general and in pre-enrolment in particular. This will provide a basis for a critique as to whether these methods are adequate to prepare First Year Correspondence Students in the same way as the First Year internal students are prepared. Recognizing the constraints of providing education through distance teaching, the paper will explore strategies envisaged to prepare First Year distance learners which might subsequently raise the level of academic attainment and reduce drop-out rates.

TOWARD INTERNATIONALIZATION:  
STRATEGIES FOR STRENGTHENING BUSINESS EDUCATION  
(Abstract)

Jeffrey T. Dutt  
Sonoma State University

While many have called for revision of business school curricula to incorporate an international dimension, there has been an uneven pattern of institutional reaction, ranging from token response to full commitment. This paper reviews the reasons for internationalization from a different perspective by emphasizing perceived value to business students pursuing professionally-oriented education. In particular, since business students tend to be highly motivated toward the achievement of success in their careers, they quickly grasp the importance of elements of their education which can be shown to have a utility when applied in the workplace.

Several key elements for internationalization are outlined in the paper, including tools for monitoring the dynamic and interdependent global business environment, sensitivity to cultural differences, and sharpened language and communications skills. The balance of the paper puts forth suggested strategies to assist business schools in strengthening the international dimension of the curriculum. The proposals advanced include adaptation and modification of foreign language instruction and materials; a multi-disciplinary approach to the heightening of cross-cultural awareness; a comparative management philosophy in integrating international dimensions into business school courses; and augmentation of pedagogical methods through a thematic focus and various experiential opportunities.

ENTREPRENEURIAL AND SMALL BUSINESS EDUCATION:  
THE ARRIVAL OF A NEW ERA IN  
BUSINESS SCHOOLS

James L. Freeley  
Long Island University

Abstract

This paper discusses the challenges facing business education in responding to the needs of an entrepreneurial era and the expansion of small business. Tracing the historical development of business education as well as some of the on-going research studies to improve business schools, a proposed model is suggested which establishes the business school as a "resource center" for the small business community.

The model seeks to complement the existing curriculum oriented to the large firm by proposing an interactive approach in serving the needs of entrepreneurs and the small business community.

THE DEVELOPMENT OF A UNIT OF INSTRUCTION  
ON INTERNATIONAL BUSINESS COMMUNICATION

Jules Harcourt  
Murray State University

ABSTRACT

Business communication faculty in colleges and universities are faced with the challenge of providing effective instruction on international business communication in their basic business communication courses.

This paper shares with business faculty members the following two types of information: (1) the research approach used for the development of a unit of instruction on international business communication, and (2) the suggested content for such a unit of instruction.

In the development of the unit of instruction on international business communication, the primary intent of the research was to gather and analyze appropriate current materials related to enhancing the effectiveness of cross-cultural communication.

Sources of information were developed from colleagues contacted at professional meetings and visited on campuses; library searches at the U.S. Library of Congress and in various university libraries; and surveys of businesses, governmental agencies, and educational institutions.

Based on the research conducted, it was determined that a unit of instruction on international business communication should contain the following content: (1) extent of international business, (2) the challenges of international business communication, (3) guidelines for successful cross-cultural communication, and (4) sources of information on international business communication.

TECHNOLOGY MANAGEMENT EDUCATION  
FOR THE  
THIRD MILLENIUM

Richie Herink  
IBM  
Thornwood, NY

ABSTRACT

As we approach the end of the 20th century, it is increasingly evident that the world is becoming more and more technologically oriented. Technology permeates all societies, rich and poor alike, yet because of its diffuse nature not all countries share in its progress. The Western World, where technology gained its early impetus, is now experiencing difficulty in bringing major technology projects to fruition on schedule, to budget, and to original design specification. As a result, since the West has based its economy on its abilities to proliferate technology, it is especially vulnerable to competition from other countries, in particular Japan and the Far East.

In the United States, much of the blame for this loss of ability to compete has been placed on the MBA degree. The major criticism is leveled at its concentration on finance at the expense of other areas of a firm's business functions.

This paper discusses the need for a new graduate-level degree program which places equal emphasis on both business and technology management. It is aimed at making non-technical managers technically literate and technical managers more business oriented.

TEACHING APPLICATIONS OF MICRO-COMPUTERS  
IN INTERNATIONAL FINANCE

Henry W. Collier and Carl B. McGowan  
Bentley College

ABSTRACT

The micro-computer has had a revolutionary effect on academia. Research applications include increased productivity in data analysis and in writing. Hardware and software give the researcher access to large data bases and the ability to do the data analysis for all but the largest research projects. Instructional applications include creating lecture notes, visual aids, timely examples, and high quality graphics. In addition, micro-computers facilitate the process of creating multiple forms of summative and formative evaluations and scoring, recording, and evaluating examination results.

Student uses of micro-computers include transcribing class lecture notes, word processing, and course project work. Micro-computers assist in case analysis including number crunching and sensitivity analysis. A student can obtain immediate feedback from the micro-computer which results in higher levels of understanding of financial statement interrelationships.

The objective of this paper is to present and to discuss uses of micro-computers in classroom teaching specific to the discipline of international finance. We also believe these principles are useful in any academic discipline. We discuss applications of the micro-computer by both students and faculty and provide a detailed example that can be used in the classroom.

## WHO ARE OUR STUDENTS?

Dietrich Brandt

The Technical University of Aachen, W-Germany

### Abstract

One of the main areas of research of the Centre for Research and Development in Higher Education (HDZ) at the Technical University Aachen is to look into who the students of our university are: what are their aims for university education and for life, how do they see themselves, how do they see their lecturers, how are their perceptions and their actions of studying correlated. In this paper, we give an overview of some of these different research projects. The emphasis is not so much on the results: we would rather like to give a report on the diversity of our research in terms of research aims and research methods. Most of these projects involve the use of SPSS or similar programs. Our main interest lies in education of engineers because the University of Aachen is a Technical University: the majority of the students study engineering. Hence, our research is expected to contribute to our strategies of improving teaching and learning: i.e. to our courses to improve the ability to study as well as to our staff development programs.

## THE CONCEPT OF RESPONSIBLE FREEDOM TO LEARN THROUGH SELF-DIRECTED STUDY

Irene C. Brower  
Southern Connecticut State University

### ABSTRACT

The concept of freedom to learn is rooted in the inherent inalienable gift of the freedom of the human spirit; its handmaiden gift is responsibility (Cobb, 1963, Rogers, 1969, Frankl, 1969, and others). The thrust of this paper is a presentation of student perspectives and evaluation of the educational fruits when given the freedom to learn in an independent learning project (ILP). Within limits of course objectives, students chose learning objectives, strategies, resources/tools, and form of presentation of a synthesis of outcomes. The instructor's roles were catalyst, facilitator, and consultant. The data were gathered from graduate social work students through applied research in the form of program evaluation. The pretested mailed instrument had a return rate of 63.7% (28). The highly positive results affirmed findings of other research and strongly suggested the concept addresses enduring concerns/issues of many students and faculty. All of the students strived for academic excellence, felt good about themselves and their accomplishments, and felt an ILP should be a frequent experience starting in kindergarten. All but one felt learnings had significant meanings; felt highly motivated, confident, and competent; sharpened skills in practice, in analytical/creative thinking, and in flexible use of knowledge; and had high high retention of learnings. Three-fourths of the students felt the ILP minimized academic stress and burn-out. Possible barriers to acceptance of the concept were identified. It was concluded the concept's educational fruits better prepared students for coping and enhancing the quality of life, students can be trusted to be responsible learners, and the ILP is a generalizable fruitful teaching/learning tool. Results pointed to five areas for further research.

# STUDY SKILLS, LOCUS OF CONTROL AND ACHIEVEMENT

A. Michael Dougherty  
Western Carolina University

The purpose of this study was to examine the following questions: Is there a relationship in "high-risk" male and female students between: (a) locus of control and academic achievement? (b) locus of control and general achievement? (c) study skills knowledge and academic achievement? (d) study skills knowledge and general achievement? (e) locus of control and study knowledge? (f) selected mediational variables and academic achievement? (g) selected mediational variables and general achievement? (h) selected mediational variables and study skills knowledge? (i) selected mediational variables and locus of control? Therefore, this study attempted to combine a number of elements in an effort to decode some of the variables associated with achievement in "high-risk" students. If trends were found in this study, the data could provide keys for working with "high-risk" students and for subsequent research.

In conclusion, this correlational study found statistically significant relationships among study skills, locus of control, achievement variables, and the mediational variables of ability, effort, luck, and difficulty of the college program. Further research utilizing inferential statistics is in order. Interested researchers are encouraged to use locus of control and study skills inventories when investigating academic achievement of "high-risk" students.

THE "GOOD STUDENT" AS PERCEIVED BY  
UNIVERSITY STUDENTS

Mordechai Miron and Esther Segal  
Tel Aviv University

Abstract

The purpose of this study was to answer the question: "What is the Israeli student's conception of a 'good university student'?" The study deals with the student's conception of the characteristics of the "good student." The sample under study consisted of 416 undergraduate and graduate students in the School of Education at the Tel Aviv University. They were asked to select the four most important traits of a "good university student" from a list of fifteen. Students tend to attach relatively great importance to traits concerning the talented-intellectual student. Characteristics related to the diligent and the conformist one are of secondary importance. It appears that the perception of the good student is quite unanimous with regard to gender, motives and intentions of further academic studies. Slight differences are recorded among members of different years of schooling. Most differences are noted among those whose definition of themselves as students are different (excellent versus below average).

LATERAL THINKING AND TWENTIETH CENTURY ART:  
A CROSS REFERENCE OF TECHNIQUES:

Claire Baker  
The University of Maryland

The purpose of the paper is twofold:

1. To illustrate the relation between concepts of lateral thinking developed by Edward de Bono and attitudes and methods found in twentieth century art.
2. To indicate the improvement in university teaching possible when methods and attitudes of lateral thinking identify techniques in the arts and, in turn, when philosophical issues of the arts broaden the implications of method and attitude in lateral thinking.

The significant conclusion Edward de Bono draws from his model of the mind is that although the self-organizing system is an efficient one for establishing patterns of thought, the system has no mechanism to reevaluate or restructure those patterns once they are developed. In his book THE USE OF LATERAL THINKING and the subsequent LATERAL THINKING, de Bono introduces specific techniques designed to restructure present thought patterns by enlarging options through multiple alternatives and by questioning the validity of existing assumptions which support those patterns.

Attitudes and methods similar to those of de Bono's are everywhere in the arts of the twentieth century, and especially in the Dadaist and Surrealist movements which attempted to restructure traditional thought patterns of an entire civilization. The following examples presented as slides illustrate the similarity between lateral thinking and modern art.

"L'esprit de notre temps. Head mécanique." Raoul Hausmann.

"L.H.O.O.Q." Marcel Duchamp.

"Fleau Marteau." Jean Arp.

"Six images of Lenin sur un piano." Salvadore Dalí.

Problems and issues in Teaching History at University:  
Some suggestions and tips.

Stephen F. Foster  
University of Groningen

Bruce P. Flood  
University of Wisconsin

(ABSTRACT)

In part I of this paper the authors (an instructional psychologist and a medieval historian, respectively) present a set of issues concerning teaching and problems associated with each issue that involve the teaching of history-particularly at the undergraduate level. Largely these issues and problems emerge from the experiences of the authors. For this reason as well as considerations of space, no claims are made for inclusiveness or taxonomic organization. Rather, the points raised should be taken as illustrative of difficulties facing college teachers in general and teachers of history in particular. In part II a set of tentative suggestions is advanced to address the problems we identify. This is based both upon our experiences as teachers and researchers and in part on the growing literature on university teaching and its development. Our purpose is to stimulate thought and discussion on the subject in the interest of bettering the situation for teachers and students of history alike. Readers' reactions and comments in this regard will be welcomed.

ABSTRACT

TENDERFOOTING: A TECHNIQUE FOR TACKLING  
THE PROBLEMS OF COLLEGE  
FRESHMAN WRITERS

Valerie Hobbs and Lesley Rex-Kerish

Those students who fail the English Placement Examination on the University of California/ Santa Barbara campus exhibit certain reading, thinking, and writing problems and deficiencies.

They have not acquired strategies for reading challenging source material. They cannot annotate, paraphrase, outline, or summarize a text. They cannot do so because 1)they don't engage in an internal dialogue with the author; 2)they have severely limited vocabularies; 3)they cannot distinguish between genres and modes; and 4) they cannot distinguish between main and subordinate points.

These freshman thinkers find it difficult to 1) form and defend a point of view in response to an academic source; 2) use the source to enrich the topic under discussion; 3) incorporate the source in support of their own perspective.

When writing, they have certain kinds of difficulties with organizing. They are either overwhelmed by the complexity of the task or they reduce writing an essay to a simple formula. Writing for them is only something to get right, not a process for exploration and explanation.

The written texts these students produce are fraught with severe stylistic problems which result more from their basic reading, thinking, and writing problems than from lack of knowledge about mechanics or usage.

We have developed and tested a methodology for developing students' confidence and skills. Our students are asked, with our help, to assess their own reading, thinking, and writing process strengths and weaknesses and to commit to improving them. We sequence the assignments so reading, thinking, and writing processes are viewed as developing simultaneously and recursively. We use the students' own source material--from their other classes--as well as our own to provide cross-disciplinary material the students are highly motivated to synthesize. And, finally, we do the assignments we give our student's ourselves. Out loud, we talk through our reading, thinking, and writing. This keeps our attention on process and provides valuable modelling instruction to our students.

TEACHING AND VISUAL LEARNING:  
INTERPRETING THE INSTRUCTIONAL CRITICISM OF ARTIST/PROFESSORS

Maurice J. Seigny  
Bowling Green State University

ABSTRACT

During the process of making art, the artist is involved in a continuous interplay between the production process and the evaluation of artistic adequacy. Every teacher of art and every art student operates out of some conceived system of values that guides their action or aesthetic choices. Like other forms of teaching, studio art instruction is an interactive process that centers around talk. The studio production laboratory, however, provides a unique situation for the study of teaching because the artist/professor must operationalize visual phenomena and abstract concepts into verbal symbols. Artist/professors generally are not formally trained as teachers. The lack of training may account for the fact that most do not question the adequacy of their verbal explications and are seldom sensitive to the distinction between words that they utter and the multiple meanings that may be conveyed. The art student's interpretation of the specialized, and sometimes idiosyncratic, rhetoric of the studio professor represents a perceptual reality that is central to any understanding of visual learning.

Descriptive research can help the artist/professor understand teaching as it exists for the learner. Toward that end, this researcher has conducted several case-study investigations as student participant. This paper was developed to highlight observational propositions from those studies and to provide a descriptive account of studio learning from the perspective of the student and the classroom ethnographer. It is written to provide the reader with a mirror for self-reflective analysis to draw personal conclusions for improved teaching practice.

CONVERSION IN THE CLASSROOM  
THE JOURNAL WORKBOOK AND "THE WASTELAND"  
ABSTRACT

Dennis Taylor  
Boston College

Educational essays often presuppose something very basic, that students would want to do what the essays tell them they should do. By contrast, many teachers are crippled by the doubt whether their students would want to do anything at all. It is to this basic problem of motivation, and the paralysis it induces in me, that this essay is addressed. Many of my colleagues had experienced a malaise following upon the freedom and excitement of the 1960s, which was replaced by the increasing anomie and disorganization of the 1970s and 1980s. Now we find ourselves in a situation where we would like to recover some of the rigor, as we remember it, of a pre-1960's model. But we have no basis on which to recover that model. The place where many of us can begin to recover our love of teaching is by deciding what it is we do best and how we can teach it. However unconfident I was, I knew that I had a skill--call it literate reflectiveness--that my students did not have, or had only a little of. To teach this skill, we need to determine several things about our course, its goal, its plot of the course, its progress and stages of development, etc. A possible model for such a course is a Journal Workbook, which asks the students, inside and outside of class, to focus on Questions, Connections, Key moments and Incidents, Insights, Contexts, Dreams-Words-Images, Characters. Work in such a journal might lead the students to compose their own version of "The Waste Land," where they mix their own reflections, with quotations, and dramatizations, and give it a five part structure. If we are ambitious enough for our students, and give them a structure which they can follow, they will turn into the original reflective people we seek.

SERVICE-LEARNING: LINKING STUDENTS  
AND SERVICE IN INTERNATIONAL/  
INTERCULTURAL SETTINGS

Howard A. Berry  
Rockland Community College  
State University of New York

This paper presents the idea and practice of service-learning in international/intercultural settings as a powerful dimension of undergraduate education, especially when made an integral and intentional part of academic studies and knowledge of the world.

As an aspect of experiential education, service-learning is a profound means of bridging experience and learning. It joins two goals--academic study and service to the world, and in combination not only enhances and enlarges learning but also contains strong dimensions of values and identity development.

While capable of implementation locally or within the domestic setting, the paper presents the particular importance and added levels of learning and growth which take place when students participate in the service experience in international/intercultural settings, including the Third World.

Coverage is given to the cognitive and affective theories and rationale for service-learning as a particularly effective means of allowing students to encounter the world; the design and components of successful programs based on existing models; techniques of providing an academic surround to integrate service and learning; validation and crediting; and the potential of service-learning as a connection between developed and developing countries. Attention is also paid to examples of consortial structures which allow programs to be shared among colleges and universities.

# HABITS OF THE HEART: THE STRUGGLE OF TEACHERS TO BE LEARNERS

Richard C. Jacobs, John Hatfield, George Derfer  
California State Polytechnic University Pomona

## Abstract

The purpose of this presentation is to explore and discuss the struggle of a number of faculty from diverse disciplines to initiate a 32 quarter unit interdisciplinary general education program. This program was designed for students in the science, technological, and professional disciplines, and subsumes all institutional general education requirements in the humanities and social sciences. Eight courses comprise a conceptually coherent sequence. Faculty are obligated to collaboratively develop curriculum, and cooperatively team-teach in teaching/learning modes that include large group presentations, seminars, and group discussions.

The presenters of this paper, seeking to avoid a conference show-and-tell description of program particulars, will use some of the arresting conceptual propositions that emerge from Habits of the Heart. This book by Robert Bellah and associates provides a sensitive exploration of individualism and commitment in American life and projects the endemic struggle in American society between private attachments and public involvement. We will combine this book with an introspective ethnographic appraisal of our own involvement as participant observers of an experimental program called the Interdisciplinary General Education Program (IGE). It is our contention that an analogous situation exists in higher education for faculty between the individualism embodied in the disciplinary specialization and a possible commitment to civic virtue as represented by involvement in the university as a learning community.

AGAINST "TWO CULTURES" ON THE CAMPUS  
IN SEARCH OF A MODEL FOR THE EDUCATION OF PROFESSIONALS

B.H. Mikolji and T.R. Plough  
Rochester Institute of Technology

Abstract

In literature, there is extensive evidence of concern about the integration of humanities and social sciences into higher education in a manner that would meet the requirements of modern technology and contemporary society. In addition, a long record of efforts by individual schools and professional associations testifies to the urgency of the issue.

Empirically testing the effectiveness of one approach to combine career training and liberal education, a sample survey of student achievement produced data which can be used for purposes of comparison with data resulting from the application of alternative models.

It is being suggested that restructuring of curricula and instructional levels at which various subjects are taught may be a workable solution to the problem at hand.

The authors are, respectively, Senior Professor and Provost and Vice President for Academic Affairs at a comprehensive technological institution in the United States.

INTERDEPARTMENTAL COOPERATION AND CURRICULAR COHERENCE:  
THE CASE OF UNDERGRADUATE LEGAL STUDIES

John Paul Ryan  
American Bar Association

Abstract

This paper seeks to make a small contribution to discussions about the value and pitfalls of interdepartmental cooperation in the college and university setting. National education commission reports in the United States, which stress the need for greater curricular coherence, point to interdepartmental cooperation as one critical path to success.

The subject matter of the paper, undergraduate legal studies within a liberal arts curriculum, provides a concrete case study of the need for, and value of, cooperation across academic departments. At present, all too few faculty teaching about law to undergraduates have contact with faculty doing parallel teaching in other departments, based upon the results of a recent survey of liberal arts faculty in the United States.

Interdisciplinary legal studies programs are offered as one mechanism for integrating both faculty and student interests about law. Such programs, which exist at a relatively few colleges and universities in the United States, Canada, and elsewhere, are viewed to be highly successful by involved faculty and administrators. Though involving law schools only occasionally and informally, legal studies programs typically integrate faculty interests from a broad spectrum of the humanities, social and behavioral sciences, and natural sciences. Regardless of whether interdepartmental cooperation takes place on a formal (program) or informal level, the potential intellectual benefits to faculty and students appear substantial.

## EXPERIENCES WITH CONTINUAL ASSESSMENT

R. Dixon  
G. Rawlings  
Newcastle upon Tyne Polytechnic

### ABSTRACT

Continuous assessment has been employed increasingly as a means of assessment and much discussion has resulted about its merits and demerits. This study examines the objectives of an assessment scheme and finds that continuous assessment can both increase the reliability and validity of an assessment method. Research carried out by the Department of Education at Queen's University is also drawn upon to show that continuous assessment creates a rise in real standards.

The focus is upon the B.A. (Hons) Business Studies Degree at Newcastle Polytechnic, which introduced continuous assessment in 1980. This has since incurred the criticism of the Board of Examiners as a "soft option." The research which this criticism stimulated, therefore, examined the course-work marks, the examination-marks and the final aggregate mark -- the findings of which are clearly shown by means of diagrams and tables. The relationships between the various sets of marks and the class of degree are also examined.

The study concludes that whilst the examiners criticism was probably justified, the overall difference between the final aggregate mark and examination mark in terms of degree class was in fact small, and at the same time it was evident that real standards had risen.

THE PREDICTION OF ACADEMIC SUCCESS AND:  
LIMITS FOR COUNSELING BEGINNING STUDENTS

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Faculty of Pedagogics, Didactical Laboratories  
University of the Federal Armed Forces, Munich, FRG

ABSTRACT

Failing the final university examination often spells tragedy to the unlucky student. Moreover, events like this imply a waste of public money. Consequently, it seems to be interesting to predict the chance of a beginning student as well as to evaluate the efficiency of the student counseling institutions. That are one of the newer means in order to bridge the gap between high school and university.

As already known from the studies of various other researchers, it is most difficult to forecast the future academic achievement from secondary i.e. high-school grades.

In this paper, the data (predictor variables: high-school grades, test scores, and the quantified judgement of the student counseling institution; target variables: grades of the preliminary- and of the main diploma examination) of N=1.043 students of the 1974 and the 1975 class of the University of the Federal Armed Forces, Munich (FUM) are scrutinized in order to answer the following questions:

1. Which are the variables with the highest amount of the Pearson correlation coefficients with respect to the target variables?
2. Which ones are the best predictors of academic success?
3. What are the amounts of the Pearson correlation coefficients and what is the predictive value of the judgement of the student counseling institution, i.e. what is its efficiency?

The predictor variables have been collected before the young students entered the university.

Two groups of courses of studies are contrasted in this paper, namely engineering sciences (aerospace eng., electrical eng., civil eng., and computer science) on the one hand and arts (economics and pedagogics) on the other hand.

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COMPARISON OF THE STUDENTS LEARNING EVALUATION  
AND RELATED SUBJECTS BETWEEN FACULTIES

Jean Vachon and Eugène Gaudet

Université de Moncton , N.B., Canada

Comparisons of student learning results were made between faculties. Significant differences were observed. To try to explain these differences, interviews were run with the deans of the faculties, and professors and students were asked to answer questionnaires. Other differences were observed in areas related to evaluation. These areas were: the type of examination, the content of the syllabi, the possibility of rewriting an examination or a term paper, the relationship between course objectives and tests, and so on. Correlation coefficients were computed between student assessment of these subjects and the means of student evaluation in each faculty. It was found that most of the evaluation related areas were significantly different between faculties and were highly related to the evaluation results.

From this data, it was concluded that there was a need to establish some precise policies concerning the content of syllabi, the relationship between the courses objectives and the teaching and evaluation process.

Enhancing student motivation and performance  
through attribution retraining.

Frank Van Overwalle  
Unit EDUCO  
Vrije Universiteit Brussel

An experimental training program was conducted in order to alleviate the negative effect of failure at examinations on students' motivation. 40 Students taking an introductory physics course who had failed a mid-term physics test and had reported problems with their methods for studying the course were recruited for this program. The purpose of the study method retraining program was (a) to try to convince students that their study methods have a large influence on their academic performance, (b) to make their own (in)appropriate strategies more salient by means of discussing and reviewing their and other's working methods, and (c) to provide an opportunity to try and test out new and more efficient study methods. Results show that, on the whole, the experimental subjects achieved similar performances to those of the control subjects on physics tests held both a few days and three months after the training. However, subjects who had followed all the assignments for the training, and who had received feedback about their strategy improvements (28 % of the participants) did improve their performance on the test immediately after the training.

#### ABSTRACT

#### TEACHER EDUCATION CENTERS: A STATE MODEL FOR IMPROVING UNIVERSITY AND PUBLIC SCHOOL TEACHING

Paul W. Fitzgerald  
University of Florida

Ruby M. Beal  
Santa Fe Community College

Essential ingredients for achieving excellence in public school education are widely recognized as improving the quality of teacher preparation programs (preservice) and improving the quality of programs for public school teachers in the field (inservice). In an effort to deal with both of these issues, the 1973 Florida legislature enacted the Teacher Education Center Act to encourage consortium-centered teacher education programs planned, implemented, and evaluated by classroom teachers, school districts, institutions of higher learning, and community representatives. Each of Florida's counties are awarded funds based upon the number of pupils in its system. County staff identifies its needs and awards allocations to as many universities within the state as can meet these needs. Working collaboratively, each system develops service agreements with universities and submits plans to the state department for approval. Community college personnel serve on Coordinating Councils and provide services through universities. Payment for services is made to universities by the Department of Education.

To illustrate implementation of a Teacher Center program, this paper presents the experience of one county, Alachua County, Florida. A description of the CREATE Council is given (Collaborative Resources for Educational Alternatives for Teacher Education) and an evaluative report of the 1984-1985 CREATE program is reviewed.

Teacher Education in Israel - A retrospective look at the  
development of a system

Lya Kremer Hayon  
University of Haifa

Abstract

The study analyzes protocols of interviews with fifteen policy and decision makers in the Israeli educational system, regarding teacher education . The interviews focused on changes that occurred in the system since its establishment. As findings point out, the main perceived changes relate to the process of academization involving the gradual transition of teacher education from Teachers' colleges to universities, from teaching certificates to academic degrees. This process is reflected in changes in curricula, in student population, in institutional size and in perceptions of teaching as a profession. It appears that these changes occurred as a result of social-economical rather than of educational-professional deliberations. Other changes - decentralization and pluralism - seem to be a natural outgrowth inherent in the process of the system's development.

TEACHER EDUCATION AND IDEOLOGIES OF TRAINING: TECHNICALITIES  
AND POPULAR VISION AS MASKS FOR THE TEACHER COMPETENCE

Rosa Maria F. Martini  
Federal University of Rio Grande do Sul

ABSTRACT

This study intends to analyse student attitudes toward the teaching-learning processes that are developed in a rather theoretical type of course like Philosophy of Education in a Teacher Education Program. These attitudes are usually geared by ideologies that strongly influence the teacher and student activities in the classroom. Thus, two ideologies are defined and described in such a way as to unmask interests that are behind their maintenance in the educational setting. The technical emphasis - technicalities - and the popular vision of education were analyzed as two potent ideologies present at education nowadays. The technical emphasis has its origin in the divorce between planning and execution, having as a consequence the elimination of the teacher in the planning phase of the process. The popular vision, on the other hand, springs from the critical position concerning the authoritarian type of school management where hegemonic domination is continuously challenged. The latter is usually connected with a hasty generalization of philosophical, political and social theories that are presented as support for popular education. These two ideologies - technicalities and popular vision - devaluate the teacher performance, veiling the important question of the teacher competence. The result is the lost of pleasure and responsibility in teaching and learning activities, i.e., the 'eros' and the 'ethos' in the educational endeavor. Herein it is described an action research which takes place in the classroom along teaching and learning actions in a course of Philosophy of Education. Students interviewed teachers with different school levels and these interviews were analyzed through content analysis and interpreted in the light of theoretical categories: dialog, cultivation, work, practice, experience and utopia. Conclusions pointed to the understanding that teachers are educable in so far that they are capable of committing themselves to the analysis of the very questions and issues of the teacher education program offered to them.

## PROGRAM FOR LEARNING COMPETENT TEACHING

Haskell D. Cannon  
Peggy Ver Velde  
David Whorton  
Northern Arizona University

A Cooperative Venture of Northern Arizona University's  
Center for Excellence in Education and Flagstaff Public Schools

### ABSTRACT

The Program for Learning Competent Teaching is an on-site, preservice, teacher training program located at Christensen Elementary School in Flagstaff, Arizona and sponsored by the Center for Excellence in Education. Twenty-eight undergraduate students, mostly sophomores and juniors, are enrolled in fourteen credits of integrated reading/language arts/field work. They are in attendance from 8:00 to 12:00 daily, Monday through Friday.

Approximately two hours each morning the students attend lectures and seminars or study and prepare lessons within an on-site mobile unit which serves as our classroom/laboratory. For the other two hours the students work in an assigned classroom, two per classroom. At the end of eight weeks the students are assigned a different partner and supervising teacher. Students who work in a primary room the first eight weeks are transferred to an intermediate grade room the second eight weeks, and vice versa.

This program is somewhat of a synthesis of many others before it, but we believe it has some unique features which will allow it to become part of a much more extensive system for training preservice teachers. Evaluation is competency-based, coursework is integrated, eliminating overlap and redundancies, and our students test teaching strategies and apply the skills of teaching in a natural environment--the elementary classroom. Lectures and seminars conducted by the faculty team are supplemented and enriched by presentations from teachers and school administrators and from resource people in business, government, the sciences, and the arts.

The Program for Learning Competent Teaching is a cooperative effort, with all of the potential and pitfalls inherent in cooperative ventures. We do not feel this program is a perfect model for all programs, but we do feel it is a beginning for incorporating more of the complexities of teaching into a training program than is possible in traditional on-campus lecture classes.

## MULTIPLE TALENT TEACHING IN THE FRESHMAN CHEMISTRY LABORATORY

Dale A. Hammond

Brigham Young University - Hawaii Campus

Laie, Hawaii 96762

### ABSTRACT

Evidence indicates that in all to many cases university scholars frequently spend too little time researching the audience with which they are trying to communicate a well researched message. All to frequently this results in a failure to communicate that message to the intended audience. This paper deals with an alternative way of attempting to reach that audience more successfully. When a student graduates from the "scholarly community" into the "real world" he often finds that the world rewards a different set of talents. This paper proposes some methods by which not only can the message be communicated to the audience, but simultaneously, the audience can be prepared in those talents which the real world rewards.

We begin by a moderately detailed discussion of John Guilford's theoretical model for the structure of the intellect. We then look at the types of input the intellect acts on, the processes used by the intellect to act on those inputs and then the various types of output from that processing. Having established the ideal situation, we then look at the practical situation within the classroom to see where the ideal breaks down, and what might be done to have reality more closely approach the ideal. Calling upon the work of Calvin Taylor of the University of Utah, we look at the non-intelligence but still intellectual talents such as decision making, communicating, planning, creating and forecasting; noting that the more talent areas that are considered, the better possibilities there are that all individuals may have a success experience. Each of these alternate talents is then considered in some detail. This is then applied to a general chemistry program at BYU-Hawaii Campus, giving some details to the integration of the multiple talent areas into the chemistry laboratory program to improve both their mastery of the academic materials and their ability to utilize these additional talents in their everyday activities.

A RELATIONSHIP AMONG HUMOR, MATH ANXIETY, AND REMEDIAL  
MATHEMATICS LEARNING

Egon Mermelstein  
Academy of Aeronautics

Anecdotal evidence exists that humor enhances learning while some experimental evidence exists that math anxiety inhibits learning. Based on the notion that humor reduces tension and the theoretical demonstration that math anxiety is an expression of a conflict between the individual's need to make mistakes to learn and society's need to curb mistakes, it is hypothesized that humor by reducing tension (math anxiety) will enhance learning.

The methodology used ethnographic techniques such as observation in a natural setting and participant observation to examine the hypothesis. A participant observer, whose function it is to introduce humor and teach mathematics, was assigned two remedial mathematics classes at the Academy of Aeronautics for the Fall 1984 semester.

The participant observer's description and interpretation of the classroom settings as well as the student's comments provide support for the hypothesis. The need for descriptions of humor in all the natural settings in classroom situations is suggested.

MATHEMATICS FOR THE STUDENT  
OF SCIENCE AND ENGINEERING

Haruo Sunouchi and Fumiyuki Terada  
Waseda University, Tokyo

There seems to be a consensus about what to teach in mathematics for the student of science and engineering, and there are some standard courses. However, about how to teach or to realize these courses as textbooks, there are choices of strategies. Concerning with textbooks, there are at least two extremities: Textbooks of

- 1) large comprehensive type,
- 2) compact minimal essential type.

In Europe and America, most textbooks are of the former type and in Japan there have been some of the latter type. This may be caused by Japanese nationality or the educational circumstances. In Section 2, we shall explain the educational circumstances in Japan, for reference.

About ten years ago, in order to meet the needs of the times, especially, variety of the students' maturity due to the increasing of the students, we have edited a series of textbooks of the latter type and still continue. In this paper, we would like to describe the editing policy, effectiveness and some problems at present and in the near future.

# INSTRUCTIONAL ANALYSIS SYSTEM APPLYING FUZZY GRAPHS

Haruo Sunouchi and Hajime Yamashita

Waseda University, Tokyo 160, JAPAN

## Abstract

We would verify or modify the instructional structure concerning the general education in university Mathematics according to the following procedure.

(1) We clarify the prerequisite relations among instructional nodes and represent it as a directed graph  $S$ .

(2) We analyze the learning process of the students based on the test data and represent it as a fuzzy graph  $F$ .

(3) We analyze the global characteristics of the graph  $F$  and represent it as an approximate directed graph  $F$ .

(4) We compare the graph  $S$  and the graph  $F$ , and investigate the difference from pedagogical point of view.

Concerning this analysis, we have to treat a large amount of test data. In order to proceed it precisely and speedily, we have developed the supporting system CARAT, which has been commonly used among several universities.

In this paper, we would explain the analysis system, and discuss how effectively we improve teaching concerning university Mathematics.

# THEME AND SEMINAR PRESENTATIONS

| <u>Theme Presentations</u>                              | <u>Time</u>      | <u>Description<br/>Begins on Page<br/>Shown Below</u> |
|---------------------------------------------------------|------------------|-------------------------------------------------------|
| Distance Education                                      | Wed. 0900 - 1030 | 86                                                    |
| How Can Associations<br>Improve University<br>Teaching? | Wed. 0900 - 1030 | 89                                                    |
| Corporate, Labor, and<br>University Partnerships        | Fri. 1100 - 1230 | 92                                                    |
| <u>Seminar</u>                                          |                  |                                                       |
| Teaching Part-time<br>Students                          | Fri. 1100 - 1230 | 95                                                    |

DISTANCE EDUCATION: THE PROMISE AND  
THE CONFUSION!

Allan F. Hershfield  
The University of Maryland University College

ABSTRACT

Much confusion exists about the appropriate role of technology in the delivery of distance education programs. This confusion is a result of two general factors:

- 1) The effort to use radio broadcasting facilities intended for the general coverage of the population to deliver distance education programs to distant learners; and
- 2) The focus on technology prior to planning the distance education program itself.

This presentation will describe and explain the reason why it is difficult to get distance education programs delivered on general broadcasting services whether or not they are government owned or operated by private commercial systems. The characteristics of an education services delivery system and the steps one might use to determine whether or not such a system should be created will be described. The presentation will include the planning steps through which one should go to determine what kind of technology, if any, and what methods are appropriate to use to reach distant student learners.

DISTANCE EDUCATION: THE 'NEW FRONTIER'  
OF LEARNING?

Kevin Smith  
The University of New England

Abstract

The claim is made that the most consistently good university teaching is likely to be found where the methods and media of a well-planned and operated distance education system are employed. Effective distance education demonstrates responsiveness to the needs of individual students and seeks, through a blend of independent study and interactive communication, to develop an interdependent student.

The paper explains that this philosophy of learning at a distance is implemented through an infrastructure that may include either a team approach to course development or specialist personnel to assist academic staff in acquiring the necessary skills and expertise to design their own distance education courses. When these skills are developed for distance teaching in a dual-mode university (as in Australia) the 'spill-over' effect on internal teaching can be extremely beneficial because distance learning material and delivery systems can be effective for conventional students on campus.

Distance education can represent a positive challenge to improve traditional teaching or it can be perceived by academics as a threat. Staff development procedures must, therefore, be sensitive to concerns and attitudes of individual staff members who may feel 'de-skilled' by finding that their previous teaching experience is inadequate.

Whilst both systematic course development and staff development strategies are necessary elements in distance education, they need to be complemented by an efficient and sympathetic student support system if the total teaching/learning process is to function effectively for the distance student.

In the final analysis, there is much to be gained for university teaching per se if conventional teaching methods in universities were supplemented by, or integrated with, the more individualized, flexible and learner-oriented techniques of distance education.

TEACHER TRAINING: A CHALLENGE TO UNIVERSITY  
VIEW OF TEACHER'S ORGANIZATIONS

Marc-Alain Berberat  
WCOTF/CMOPE

Abstract

University - which is a place for reflection about the world, sometimes outside the world - is today faced with numerous challenges. Enlargement of the area from which new students are recruited while credits are cut back, requirements of professionalism, instrumentalism and yield, together with new mandates in regard to teacher training - all these make it necessary to review in depth the practices of university education.

In the course of history a teacher, if not a priest, has sometimes been considered a slave, later a priest's auxiliary before becoming the promoter of the republic, as indicated by the French word "instituteur."

Today, the teachers' organizations, with the support of Unesco and ILO, are calling for every teacher to have the status and training of a professional while recognizing his status as a worker and wage-earner. In addition, these organizations recognize the unicity of the teaching profession - from nursery school through to university.

In general, university is not ready to take on its mandated task of training all teachers. In order to so do, it will first have to rid itself of stereotypes inherited from the last century and in particular of Guizot's consecration in 1816 of a gulf between primary education and secondary education. It will have to accept that pedagogy is not solely a matter for primary-school teachers - that pedagogy is not synonymous with "primary!"

At a time when technological progress is obliging the production world to spend a great deal on pedagogy within the business undertaking, the public authorities must encourage efforts to promote the pedagogical preparation of university personnel.

Such preparation could begin at the stage when a future professor is still only an assistant or tutor. In the case of professors who have several years of teaching experience, it should be based on practical experience, objective theories being constructed on the basis of subjective or unsophisticated theories.

The organization of the teaching profession can encourage reflection on these topics in all regions and facilitate contacts between university and all the categories of teachers who must henceforth be university-trained.

SLEEPING BEAUTIES - Or: FUNCTIONS AND INSTRUMENTS OF  
ASSOCIATIONS VIEWED FROM THE PERSPECTIVE OF THEIR ROLE  
IN IMPROVING UNIVERSITY TEACHING

Ulrich Peter Ritter,  
J. W. Goethe-Universität, Frankfurt

Professional associations could be an instrument to improve university teaching. As far as this problem is concerned, however, so far most of them are sleeping beauties. It is left to associations and institutions with a special interest in teaching to work on this task.

In my talk I will analyze the functions and instruments of professional associations from the viewpoint of someone who wants to improve university teaching in general and his/her own teaching in particular. I will draw on my experiences as president of the German Association for Teaching in Higher Education (Arbeitsgemeinschaft für Hochschuldidaktik - AHD) and the European Association for Research and Development in Higher Education - EARDHE and as organizer of two congresses for these associations, one on "New Forms of Teaching and Learning" (Berlin 1978) and one on "Higher Education by the Year 2000" (Frankfurt 1983). I will then try to give some ideas on how to kiss the sleeping beauties to life in order to fulfill the role of improving university teaching.

Participants of this session are kindly asked to be prepared to make contributions to the following questions: "What support have I gotten for my innovations in teaching? What support would I have liked to have gotten? From whom did I get this support? From whom would I have liked to have gotten it? How and where could professional associations have been helpful?"

## A LIVING PARTNERSHIP

R. W. DeSio  
IBM Corporation

This presentation will focus on the unique partnership that exists in the U.S. between industry and universities. The need for this partnership will be described from different perspectives. There will be detailed descriptions of continuing high level education between universities and industry, including the relative roles each play. Specific scenarios will be described, including the use of technologies such as satellite transmission of live courses in vast corporate and university networks. The future of these evolving partnerships will be described.

## CORPORATE AND UNIVERSITY PARTNERSHIPS

Robert J. Kopecky  
Henry Ford College

### Abstract

The success of corporate, labor and university partnerships is dependent on recognizing changes affecting organizations today, and in mastering those changes to the advantages of the partnerships.

Tremendous change agents, both structural and cyclical in nature, are affecting organizations in today's society. These change agents have a dramatic impact on the structure, leadership, planning, motivation, communication, and evaluation of organizations.

This presentation will examine two critical areas impacting campus-business linkages: change and leadership skills.

First a technique will be presented for identifying and using change to understand and predict the future of potential partnerships, taking into account the direction, magnitude, pace and duration of changes. The second part of the presentation will explore current research on leadership skills necessary to lead organizations in overcoming habits, traditions, and mind-sets that might hinder these partnerships. Understanding the effects of change and the leadership skills necessary for the change will allow universities and corporations to meet the challenges of the 21st Century cooperatively and effectively.

CORPORATE AND UNIVERSITY PARTNERSHIPS :  
TO ORGANIZE THE KNOWLEDGE SOCIETY  
AN EUROPEAN VIEWPOINT

Jean MICHEL  
ENPC-PARIS (France)

The links between University and Industry are a main concern for higher education, scientific research, and economical and industrial development.

The new Corporate University partnerships are considered now as one of the major axis for the transformation of knowledge transfer systems and for the adaptation of these systems to the various and complex needs of the society.

The contribution will provide an opportunity to present an european viewpoint and especially to show the recent evolution of the mentalities and of the practices within universities and industries in Europe.

Three aspects will be examined in details :

- what kind of Corporate University partnerships exists within Europe and What kind of trends and programmes are envisaged (COMETT' Programme for instance) ;
- what are the main reasons of such partnerships and what are the various motivations for increasing the links between the two sectors ;
- what are and will be consequences of the new partnerships : are we not moving towards a new and plural society, which gives priorities to the "intelligence" industry and to the transfer of knowledge and know-how ?

Seminar: TEACHING PART-TIME STUDENTS

Prof. Dr. Ulrich Peter Ritter,  
J. W. Goethe-Universität, Frankfurt

Fulltime students are becoming more and more a rarity in colleges and universities all over the world. Catering to part-time students is becoming a problem of survival for many institutions of higher learning.

Can we go on teaching the same subjects in the same way when our students work part- or full-time during the semester? What changes are necessary? How can standards and ideals of academic teaching and learning be kept up? How can the practical experiences of students be incorporated into our classes?

In the first half of this seminar guests will be invited who will

- present research on various aspects of the problem of part-time students such as the quantitative and qualitative aspects of the phenomenon, their social situation and their study behavior
- give examples of how institutions and departments have adjusted to the changing student population
- describe practical experiences of working with part-time students.

In the second half of the seminar small work groups will share experiences and explore topics such as teaching strategies and learning situations, integrating work experiences, contract studies and projects, institutional provisions, research. These groups will present their findings for discussion in a closing plenary session of the seminar.

Durations: 3 hours

Participation: 9 - 30

# WORKSHOPS

| <u>Title of Workshop</u>                                                                         | <u>Time</u>        | <u>Description<br/>on Page Below</u> |
|--------------------------------------------------------------------------------------------------|--------------------|--------------------------------------|
| Designing Effective Workshops                                                                    | Tues. 1300 - 1630  | 98                                   |
| Peer Teaching Consultants:<br>A Collegial Approach to<br>Improving University<br>Teaching        | Tues. 1300 - 1530  | 100                                  |
| Improving University<br>Teaching by Utilizing<br>Small Group Instructional<br>Strategies         | Tues. 1300 - 1530  | 102                                  |
| Instructional Development<br>for the Inclusion of<br>Women's Studies in<br>Existing Curriculum   | Tues. 1300 - 1530  | 103                                  |
| Problem Solving Techniques                                                                       | Tues. 1430 - 1630  | 105                                  |
| Shyness in the University<br>Classroom: Problem<br>Identification and<br>Interventive Strategies | Tues. 1430 - 1630  | 106                                  |
| Improving Multiple Choice<br>Test Items                                                          | Tues. 1430 - 1630  | 108                                  |
| Values: Unfolding,<br>Reflecting, Developing                                                     | Thurs. 0900 - 1230 | 109                                  |
| Mastering Distance<br>Education: A Learner<br>Centered Approach for<br>Faculty                   | Thurs. 0900 - 1230 | 111                                  |
| Designing Short Term<br>Educational Programs Using<br>Temporary Systems Concepts                 | Thurs. 0900 - 1230 | 112                                  |
| Team Building and<br>Organizational Development<br>in an Academic Department                     | Thurs. 0900 - 1230 | 114                                  |

|                                                                                  |                    |     |
|----------------------------------------------------------------------------------|--------------------|-----|
| A Workshop for Academic<br>Administrators:<br>Encouraging Faculty<br>Performance | Thurs. 0900 - 1230 | 116 |
| Expanding the Traditional<br>Course Syllabus                                     | Thurs. 0900 - 1230 | 117 |

## DESIGNING EFFECTIVE WORKSHOPS

**OBJECTIVES:** To explore the major steps in the presentation, design and delivery of an effective workshop. The focus will be on the planning, designing, facilitating, and assessing of workshops.

**LENGTH OF WORKSHOP:** 3 1/2 hours

**OUTLINE OF ACTIVITIES:** Participants in the workshop will be formed into two consulting groups whose task will be the eventual development of a workshop for a group of international scholars. Through a series of small and large group activities in this context, the focus of the consulting groups will be turned to the detailed consideration of the four major components in developing workshops: planning, designing, facilitating and assessing. Extensive interaction, as well as the use of lecture, demonstration, and activities will enable participants to gain insight into the tasks involved and the skills required to plan, design, lead, and assess workshops. A unique feature of this workshop is that participants are invited to immediately apply the concepts learned in an ongoing critique of the design and facilitation of the workshop in which they are actually participating.

The focus of the activities, together with the time allotments for each is as follows:

|                                                                                                       |         |
|-------------------------------------------------------------------------------------------------------|---------|
| Ice breaker                                                                                           | 15 min. |
| What is a Workshop?                                                                                   | 15 min. |
| Preliminary Planning (consideration of issues such as contracting, participants, timing length, etc.) | 25 min. |
| Designing (consideration of issues such as involvement, sequencing, pacing, process, etc.)            | 60 min. |
| BREAK                                                                                                 | 20 min. |
| Facilitator/Trainer Skills (consideration of issues such as styles, co-facilitation, etc.)            | 25 min. |
| Assessment (feedback on design, content, and facilitation)                                            | 25 min. |
| Assessing the present workshop                                                                        | 15 min. |

**PREVIOUS EXPERIENCE EXPECTED:** Some experience giving workshops would be helpful, but is not necessary.

**MAXIMUM NUMBER OF PARTICIPANTS:** 20

PRESENTERS:     Serge J. Piccinin  
                 Associate Professor of Psychology

                 Gil J. S. Mason  
                 University Counselling Service  
                 University of Ottawa  
                 CANADA

PEER TEACHING CONSULTANTS: A COLLEGIAL APPROACH  
TO IMPROVING UNIVERSITY TEACHING

OBJECTIVES:

1. Describe and demonstrate the teaching consultation model developed by the authors.
2. Present an evaluation of the program based on participants' anonymous comments.
3. Discuss and evaluate strategies for establishing similar programs in other institutions.

LENGTH OF WORKSHOP: 2 hours

OUTLINE OF ACTIVITIES:

The workshop session is organized into four stages:

1. The first 30-minutes consist of a description of the consultation program developed at The Pennsylvania State University. This includes a 15-20 minute presentation on the consultation technique, its rationale, and the results of evaluation questionnaires. The workshop participants are encouraged to raise questions at this time about the rationale, organization and logistics of the Penn State program.
2. The second 30-minute period provides a role-play to demonstrate how the consultants work with an individual instructor to identify strengths, weaknesses, and other areas of interest. The role-play leads to a discussion of the specific techniques and skills used in the first phase of consultation.
3. The third 30-minute segment focuses on a brief videotaped episode of teaching to involve the participants in a discussion of how the consultants observe the instructor and subsequently engage the instructor in a constructive critique.
4. The final 30-minute period focuses the group discussion on how the consultation process could be adapted for different disciplines, institutions, and settings. This includes a discussion of various strategies for (a) arousing individual expectations and institutional support for the use of confidential and voluntary peer reviews in teaching; (b) building bridges among faculty, students, and academic administrative officers for improving university teaching through the consultation approach; and (c) providing academic leadership for such a program.

PREVIOUS EXPERIENCE EXPECTED: College teaching experience

MAXIMUM NUMBER OF PARTICIPANTS: 50

PRESENTER: J. Gregory Carroll  
Associate Dean for Undergraduate Programs

Evan G. Pattishall  
Dean, College of Human Development  
The Pennsylvania State University  
U.S.A.

IMPROVING UNIVERSITY TEACHING BY UTILIZING SMALL GROUP  
INSTRUCTIONAL STRATEGIES

OBJECTIVES: It is the purpose of this workshop to assist faculty in improving their teaching skill by introducing and modeling three effective small group instructional strategies, namely, team learning, circle of knowledge and brainstorming.

LENGTH OF WORKSHOP: 2 hours

OUTLINE OF ACTIVITIES:

1. Participants will be introduced to the three small group instructional strategies, Team Learning, Circle of Knowledge and Brainstorming, through an auditory presentation accompanied by overhead transparencies, printed handouts and modeling techniques.
2. The three small group strategies will be contrasted with the traditional "lecture approach" and the rationale for using them based on learning style theory will be discussed. (20 minute introduction)
3. Using a modeling approach, each of the strategies will be demonstrated and actually experienced by the participants:

Team Learning - a small group technique for introducing students to new material. (40 minutes)

Circle of Knowledge - a highly motivating small group technique used to review and reinforce previously learned material. (30 minutes)

Brainstorming - an exciting small group strategy that enables students to develop multiple answers to a single question, find alternate solutions to problems and generate numerous creative responses. (30 minutes)

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 30

PRESENTER: Mary Ellen Freeley  
Assistant Professor of Education  
College of Mount St. Vincent  
U.S.A.

INSTRUCTIONAL DEVELOPMENT FOR THE INCLUSION OF  
WOMEN'S STUDIES IN EXISTING CURRICULUM

OBJECTIVES: To provide models on instructional development for the inclusion of women's studies in existing curriculum. To assist workshop participants to develop similar projects for their own institutions.

LENGTH OF WORKSHOP: 2 hours

OUTLINE OF ACTIVITIES: There are three components to the workshop. During the first 45 minutes, three short presentations will be made:

1. a review of the administrative and faculty strategies needed to acquire resources to support the development of an integrative instructional project will be presented by Associate Provost for Instruction, L. Eudora Pettigrew;
2. a description of the different types of instructional development projects that provide for the inclusion of women's studies in existing curricula presented by Professor Margaret Anderson, Department of Sociology; and
3. a review of the intellectual and pedagogical themes that are generated from such projects presented by Dr. Sandra Harding, Department of Philosophy.

Following these presentations, curriculum materials will be distributed to workshop participants who will work in pairs to identify patterns in existing curricula that exclude or distort women and their contributions to society and culture. Workshop presenters will work with participants. After a 10 minute break, part three of the workshop will be a discussion by participants and presenters on those curricula identified and the development of outlines for instructional development projects that can be conducted by participants in their respective institutions. The workshop presenters will also be available following the workshop for individual or small group consultations on particular projects that participants might wish to initiate in their institutions.

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 20

PRESENTERS: L. Eudora Pettigrew  
Associate Provost for Instruction

Margaret L. Anderson  
Associate Professor  
Department of Sociology

Sandra G. Harding  
Associate Professor  
Departments of Philosophy and Sociology  
University of Delaware  
U.S.A.

## PROBLEM SOLVING TECHNIQUES

### OBJECTIVES:

1. To involve participants in some of the excitement and challenge of problem solving.
2. To investigate some of the difficulties undergraduate science students have with problem solving.
3. To suggest ways of dealing with such difficulties using structured methods of approach.

LENGTH OF WORKSHOP: 2 hours

OUTLINE OF ACTIVITIES: A collection of interesting and varied problems ranging from the trivial to the difficult will be available for use and demonstration during the workshop. The workshop will follow the general outline detailed below:

|                                                                                                                                                                 |         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Introduction                                                                                                                                                    | 5 min.  |
| Group warm-up exercise                                                                                                                                          | 5 min.  |
| Guided group discussion of difficulties/blocks encountered in problem solving, with examples                                                                    | 10 min. |
| Worked problems (individual attempts, followed by group solutions)                                                                                              | 20 min. |
| Presentation of a structured approach to problem solving in the sciences interspersed with a variety of graded problems worked in class to exemplify the method | 20 min. |
| BREAK                                                                                                                                                           | 10 min. |
| Group discussion/feedback                                                                                                                                       | 10 min. |
| More graded problems, worked using the "Whimbey" method of dyads                                                                                                | 20 min. |
| Discussion and Wrap-up                                                                                                                                          | 20 min. |

PREVIOUS EXPERIENCE EXPECTED: While the workshop is aimed mainly at problem solving in the sciences, the great majority of the examples used require no specific knowledge-based background. Thus, while a specific background might be a slight advantage, it is not a requirement.

MAXIMUM NUMBER OF PARTICIPANTS: 25

PRESENTER: Anthony W. Key  
Professor and Associate Chairman  
Department of Physics  
University of Toronto  
CANADA

SHYNESS IN THE UNIVERSITY CLASSROOM: PROBLEM IDENTIFICATION  
AND INTERVENTIVE STRATEGIES

OBJECTIVES:

1. To enhance the consciousness of educators to the problem of shyness and its negative impact on constructive collaboration.
2. Introduce an instrument which assists in determining the extent of shyness.
3. Explore problem definition, types of shyness, and contributing factors in the light of relevant literature and a national study being conducted by the facilitators.
4. Identify, share, and demonstrate teaching techniques that assist/hinder shy students in their educational development.

LENGTH OF WORKSHOP: 2 hours

OUTLINE OF ACTIVITIES:

1. Introduction of the workshop and its relationship to the Conference theme. (5 minutes)
2. Participants complete the Social Reticence Scale (SRS) followed by a group discussion focusing on what is shyness and why does it occur. (20 minutes)
3. Facilitators discuss their utilization of the SRS and the results of their national study concerning the extent of shyness in the university classroom. The presentation will be supplemented by overhead transparencies. A question and answer period will follow. (20 minutes)
4. Break (10 minutes)
5. Participants are subdivided, preferably into four groups of five. Each subgroup identifies and discusses teaching, curricular and even college-wide strategies that may assist shy students in the classroom. Each subgroup has a recorder who will report the results of the session. (20 minutes)
6. All the participants reassemble and recorders report back the results of the subgroup sessions. The facilitators organize and synthesize these findings as well as share strategies from their own experiences. (20 minutes)
7. Facilitators demonstrate specific techniques that have assisted shy students. (15 minutes)

8. What has been learned? Have the objectives of the workshop been met? Facilitators provide a summation. (10 minutes)

PREVIOUS EXPERIENCE EXPECTED: At least one year's experience in teaching at the college/university level.

MAXIMUM NUMBER OF PARTICIPANTS: 20

PRESENTERS: Frank J. Spicuzza  
Associate Professor  
School of Social Work  
University of Tennessee  
U.S.A.

Frank R. Baskind  
Dean  
School of Social Work  
Southern Connecticut State University  
U.S.A.

### IMPROVING MULTIPLE CHOICE TEST ITEMS

OBJECTIVES: Involve participants in activities which will help them to construct effective multiple choice test items related to a range of learning objectives.

LENGTH OF WORKSHOP: 2 hours

OUTLINE OF ACTIVITIES: The activities make use of a set of workshop materials and are organized under five headings.

Testing for Learning (10 minutes)

Review the advantages and disadvantages of various forms of testing

Applying Bloom's Taxonomy (20 minutes)

Examine, discuss and develop levels of learning outcomes according to Bloom's Taxonomy

Performance Objectives (10 minutes)

Develop performance objectives for teaching and testing

Rules and Guidelines for Test Item Construction (20 minutes)

Review seven rules and four tips for constructing or improving multiple choice test items

Applying the Rules and Guidelines (60 minutes)

Complete exercises and develop questions related to participants own instructional program

PREVIOUS EXPERIENCE EXPECTED: Teaching experience

MAXIMUM NUMBER OF PARTICIPANTS: 20

PRESENTER: Ron J. McBeath  
Coordinator  
Faculty and Instructional Development Office  
San Jose State University  
U.S.A.

VALUES: UNFOLDING, REFLECTING, DEVELOPING

OBJECTIVES: Problem - the myth of value-free orientation has left people confused and only partly aware of child-like understandings of do's and don'ts, or with authoritarian standards which disappear when punishment is removed.

Participants will learn to unfold, reflect on and develop their own values and, in turn, will be able to assist students in doing so. During the workshop experiences participants will:

1. Discover their deeper, less conscious values and values themes.
2. Recognize the impact of their value themes on decision making and behavior.
3. Elaborate strategies for resolution of values conflict.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES:

1. Values unfolding process-individuals will identify personal, conscious and less conscious values through solo games. (45 minutes)
2. Participative engagement-small groups will act out values dilemmas according to sample unfolded values themes. (45 minutes)
3. Action pictures - Groups will define values through action pictures, helping their values to "grow up." (45 minutes)
4. Strategy design - Groups will design and elaborate strategies for teaching values to individuals of different developmental levels and psychological types based on theory and research (e.g., Myers-Briggs, Left-Right Brain Dominance, Piaget, Kohlberg, etc.). (45 minutes)

Handouts: Summary of applicable theory, research, definitions and bibliography will be given to all participants for use during and after the workshop.

Note: Summaries of the workshop activities will be collected, reproduced and given to participants at the completion of the workshop.

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 45

PRESENTERS: Ann Dapice  
Director  
  
Larry Cobb  
Researcher  
Institute of Values Inquiry  
U.S.A.

MASTERING DISTANCE EDUCATION: A LEARNER CENTERED  
APPROACH FOR FACULTY

OBJECTIVES: This workshop will emphasize a collaborative mode as the presenters believe in the value of peer teaching and learning. The presenters will stress a learner centered approach to distance education rather than a teaching-centered approach.

1. Participants will identify issues which will influence the roles and responsibilities of the faculty in the years to come (e.g., new students, new technology).
2. Presenters will outline the principles effecting the relationship between teacher and learner and the ways in which they have operationalized those principles taking into consideration the unique aspects of university contacts.
3. Participants will have an opportunity to contribute to and comment on those principles and identify ways in which they can better cope with new learners and technology.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES:

|                                                                 |         |
|-----------------------------------------------------------------|---------|
| Introduction and identification of issues<br>(all participants) | 30 min. |
| Concept Framework:                                              | 45 min. |
| a) Adults as learners                                           |         |
| b) Organizational culture of university                         |         |
| c) Technology, learning and distance education                  |         |
| BREAK                                                           | 15 min. |
| Development strategies (small group discussion)                 | 45 min. |
| Synthesis and Development of Action Plan                        | 45 min. |
| Distribution of background materials                            | 15 min. |
| Evaluation                                                      | 15 min. |

PREVIOUS EXPERIENCE EXPECTED: This workshop will be of interest to faculty and administrators with experience or interest in distance education and who wish to explore new issues which would inform their future practice.

MAXIMUM NUMBER OF PARTICIPANTS: 20

PRESENTERS: Liz Burge  
Head, Instructional Resources Development Unit  
Ontario Institute for Studies in Education  
CANADA

Marian Croft  
Director  
Center for Continuing Education  
Laurentian University  
CANADA

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DESIGNING SHORT TERM EDUCATIONAL PROGRAMS  
USING TEMPORARY SYSTEMS CONCEPTS

OBJECTIVES: By the end of this workshop participants should be able to:

Apply systematic knowledge from social psychological research to the planning and management of short term educational programs. Use the check list of temporary system actions to plan, build, operate, close and follow-up an educational workshop of two days to two months duration.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES:

Ongoing systems, organizations, schools, colleges, etc. often find change difficult. One change strategy which is frequently successful is the operation of specific short term educational programs or workshops. Social psychological research on a variety of such short term programs has identified unique aspects of these systems and has developed a "Temporary Systems Model" which can help managers design and operate such programs more effectively. This workshop will involve the participants in a description of the model's concepts, participation in their use and a discussion of their application.

(a) Introduction (15 minutes)

A description of the differences between ongoing (permanent) systems and short term (temporary) systems and an overview of the temporary systems model.

(b) Concept use and explanation (90 minutes)

Participants will be involved in activities that give them experience with specific model concepts. Some of the concepts which will be involved are: goal, role, and norm specification and redefinition, acquaintanceship, macrodesigning, microdesigning, pre-system communications, governance, monitoring and feedback mechanisms, work group formation, forward planning and follow-up.

(c) Use of the concept check list (75 minutes)

Participants will be given a check list of temporary system actions. This check list will be used to involve the participants in a discussion of how these actions can be applied to programs in which they may be involved.

PREVIOUS EXPERIENCE EXPECTED: Participants who have taught short term (two days to two months) educational programs or workshops or are planning to teach such programs are preferred. No previous experience is required.

MAXIMUM NUMBER OF PARTICIPANTS: 30

PRESENTER: Robert A. Bernoff  
Campus Executive Officer  
The Pennsylvania State University, Ogontz Campus  
U.S.A.

TEAM BUILDING AND ORGANISATIONAL DEVELOPMENT  
IN AN ACADEMIC DEPARTMENT

OBJECTIVES: After participating in this workshop, participants should be able to:

- identify the advantages of a well functioning academic department;
- understand the concepts of team building and organisational development;
- determine the need for team building in an academic department;
- apply a forcefield analysis effectively;
- execute a SWOT-analysis effectively;
- plan a programme for team building in an academic department.

LENGTH OF WORKSHOP: 3 hours

OUTLINE OF ACTIVITIES:

|                                                                                                                                              |              |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Introduction and ice-breaker                                                                                                                 | (10 minutes) |
| Brain storming session - The advantages of a well-functioning academic department / The disadvantages of a disorganized academic department. | (20 minutes) |
| Team building: The concept and the practice: Video                                                                                           | (30 minutes) |
| Determining the need for team building in an academic department: Questionnaire                                                              | (20 minutes) |
| Applying a forcefield analysis                                                                                                               | (20 minutes) |
| Applying a SWOT-analysis (Strengths, Weaknesses, Opportunities, Threats)                                                                     | (40 minutes) |
| Planning for team building                                                                                                                   | (20 minutes) |
| Monitoring progress                                                                                                                          | (20 minutes) |

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 30

PRESENTER: Chris A. Kapp  
Director  
Bureau for University and Continuing Education  
University of Stellenbosch  
South Africa

A WORKSHOP FOR ACADEMIC ADMINISTRATORS:  
ENCOURAGING FACULTY PERFORMANCE

OBJECTIVES: This workshop will provide academic administrators with the opportunity to examine their assumptions about faculty development and their own role in encouraging it, and to consider the successful--and unsuccessful--strategies used by others. Emphasis will be placed on the administrator's role in fostering professional development. Topics to be addressed include: motivating faculty; improving teaching; fostering a stimulating college climate; dealing with unsatisfactory performance; working with chairpersons and deans; and developing programs on limited budgets.

LENGTH OF WORKSHOP: 3 hours

OUTLINE OF ACTIVITIES:

1. Overview of faculty development, goals and methods (30 minutes, lecture and discussion)
2. Analysis of faculty development cases supplied by workshop presenter (60 minutes, small group and general discussion)

BREAK: 15 minutes

3. Analysis of faculty development cases developed by workshop participants (60 minutes, small group and general discussion)
4. Final synthesis of options available to administrators (15 minutes, lecture)

PREVIOUS EXPERIENCE EXPECTED: Some experience in academic administration

MAXIMUM NUMBER OF PARTICIPANTS: 25

PRESENTERS: John F. Noonan  
Dean, School of Arts and Sciences  
Iona College  
U.S.A.

Joseph Katz  
State University of New York at Stony Brook  
U.S.A.

## EXPANDING THE TRADITIONAL COURSE SYLLABUS

**OBJECTIVES:** Integrate logic, decision-making, and research skills into the traditional course syllabus; demonstrate an interface between course content, external experiences, instructor, student and traditional class work; and develop a framework for an interactive environment for the teacher and student.

**LENGTH OF WORKSHOP:** 3 1/2 hours

**OUTLINE OF ACTIVITIES:** The workshop will offer alternatives to the traditional approaches of reading, discussing, testing; and lecture, lab used as instructional methods at the college level. Traditional course syllabi will be used to demonstrate alternatives through integration of logic, decision-making, and research skills. Alternatives will also include fine-tuning the interaction of course content, external experience, instructor, student, and traditional classroom work; to produce an interactive environment for the teacher and student.

### Specific Activities

**Goal:** To develop a syllabus with options normally not incorporated into a traditional syllabus

**Small Group Interaction, 15-20 minutes**

A set of questions will be used to elicit response about primary concepts of a sample course syllabus (samples will represent a wide variety of academic fields).

**Leader, 20 minutes**

Summarize group product and interaction; introduce concepts to be used in the workshop.

**Small Group Interaction, 15-20 minutes**

A set of questions will be used to elicit response about incorporating decision-making into the sample course syllabus.

**Leader, 15 minutes**

Summarize group produce on decision-making.

**Small Group Interaction, 15-20 minutes**

A set of questions will be used to elicit response about incorporating logic into the sample course syllabus.

**Leader, 10-15 minutes**

Summarize group product on logic.

**Small Group Interaction, 15-20 minutes**

A set of questions will be used to elicit response about interface between course content, external experiences, instructor, student, and traditional classwork.

Leader, 10-15 minutes

Summarize group interaction and set guidelines for the final development of the end product -- a revised course syllabus.

Small Group Interaction, 15-20 minutes (TBA)

Leader, 20 minutes

Summarize and review process participants have completed.

PREVIOUS EXPERIENCE EXPECTED: Assumption -- participants have an academic area of expertise.

MAXIMUM NUMBER OF PARTICIPANTS: 50

PRESENTER: Janet Huntzinger  
Research Associate  
Oklahoma State University  
U.S.A.

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